

# **State of Vermont Part B Annual Performance Report for FFY 2007 (2007 - 2008)**



**Prepared for submission to  
The United States Department of Education:  
February 1, 2009**



**DEPARTMENT OF EDUCATION**

**Student Support Team  
(802) 828-5936**

# Table of Contents

## **Monitoring Priority: FAPE in the LRE**

Indicator 1: Graduation Rates.....	1
Indicator 2: Drop Out Rates.....	4
Indicator 3: Assessment Participation and Performance.....	7
Indicator 4: Suspension and Expulsion Rates.....	15
Indicator 5: Ages 6 - 21 Educational Environments.....	20
Indicator 6: Preschool Educational Environments.....	26
Indicator 7: Preschool Childhood Outcomes.....	27
Indicator 8: Parent Involvement.....	30

## **Monitoring Priority: Disproportionality**

Indicator 9: Disproportionality by Race and Ethnicity.....	34
Indicator 10: Disproportionality by Race, Ethnicity and Disability.....	37

## **Monitoring Priority: Effective General Supervision Part B/Child Find**

Indicator 11: Eligibility Determination Timeliness.....	40
---	----

## **Monitoring Priority: Effective General Supervision Part B/Effective Transition**

Indicator 12: Part C to Part B Transition.....	45
Indicator 13: Post-secondary Transition Goals.....	51
Indicator 14: Post-secondary Outcomes.....	56

## **Monitoring Priority: Effective General Supervision Part B/General Supervision**

Indicator 15: General Supervision System.....	61
Indicator 16: Signed, Written Complaints.....	67
Indicator 17: Hearing Requests.....	69
Indicator 18: Resolution Sessions.....	71
Indicator 19: Mediations.....	73
Indicator 20: State Reported Data.....	75

<b>Attachment 1:</b> Indicator 3: Assessment Participation and Performance- “Table 6”....	77
---	----

<b>Attachment 2:</b> Indicator 8: Parent Involvement Surveys.....	100
---	-----

<b>Attachment 3:</b> Indicator 14: Post-Secondary Survey.....	106
---	-----

<b>Attachment 4:</b> Indicator 15: Indicator B-15 Worksheet.....	111
--	-----

<b>Attachment 5:</b> Indicators 16 - 19: Dispute Resolution Summary- “Table 7” .....	116
--	-----

<b>Attachment 6:</b> Indicator 20: Self-Scoring Rubric.....	117
---	-----

**Part B State Annual Performance Report (APR) for FFY 2007****Overview of the Annual Performance Report Development:**

The development of Vermont's Annual Performance Plan included information sharing, input and work sessions from several key groups of stakeholders. A subgroup of the State Advisory Council reviewed the State Performance Plan (SPP) and current Annual Performance Report (APR) data during work sessions in November 2008. They made recommendations for revisions that were shared with the full advisory council and with Vermont Department of Education staff.

All of the available APR data was shared and discussed at a regional meeting of Special Education Administrators in January of 2009. The focused monitoring stakeholder group that also serves as the SPP steering committee met in May 2008. This meeting included an overview of the SPP and review of data prepared for this year's APR. This did not include a full review of APR data. APR/SPP information was also shared at the joint spring conference of the Vermont Superintendent's Association and Vermont Council of Special Education Administrators.

Meetings were held with several key groups to discuss collaborative work on SPP activities. At the quarterly meetings with staff from the vocational rehabilitation division of the Vermont Agency of Human Services the post secondary outcomes and transition data were presented, targets were discussed, and plans were made for collaborative work in the areas of post secondary outcomes and transition. A phone meeting was held with the interim director of the Vermont Family Network (VFN, formerly VPIV) to review Indicator 8 and discuss activities that would be cosponsored by VFN. Opportunities for cross-division work on SPP activities were discussed with Vermont Department of Education Division Directors. In addition, SPP/APR information was shared and discussed at several meetings of the Vermont Council of Special Education Administrators executive committee, and was included in the annual Act 117 report to the Vermont legislature.

The completed APR will be posted on the Vermont Department of Education website. Copies will be distributed to members of the Vermont Special Education Advisory Council, the Vermont Council of Special Education Administrators, Vermont Part C staff, the Vermont Parent Information Center and others who have been involved in the development process. Information about the APR will be made available to the media by the Vermont Department of Education Communications Director.

Public reporting of the performance of individual school districts in relation to state SPP targets will take place after this APR is submitted on February 1, 2009. These reports will reflect performance on relevant indicators in relation to national performance in each area where data is available and in relation to state performance and targets. Numbers and percentages will be reported only when the "n" size is greater than or equal to 11.

State to local determinations were issued to LEAs for the second time in June of 2008.

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Based on fall 2007 census data, 80% of youth with IEPs will graduate with a regular diploma.

**Actual Target Data for FFY 2007:**

545 of 676 or 80.62% of IEP students eligible to graduate from grade 12 graduated with a regular diploma in FFY 2007 (July 1, 2007 - June 30, 2008). Vermont has met the measurable and rigorous target for FFY 2007 (July 1, 2007 - June 30, 2008) of 80% of youth with IEPs graduating with a regular diploma. Table 1.1 shows this information in comparison to previous years.

**Table 1.1: Graduation Rates**

	IEP Students			Regular Education Students			All Students		
	Adjusted Enrollment	Graduates	Event Graduation Rate	Adjusted Enrollment	Graduates	Event Graduation Rate	Adjusted Enrollment	Graduates	Event Graduation Rate
2003-04	709	539	76.02%	6,078	5,619	92.45%	6,787	6,158	90.73%
2004-05	855	684	80.00%	6,197	5,815	93.84%	7,052	6,499	92.16%
2005-06	725	569	78.48%	6,437	5,830	90.57%	7,162	6,399	89.35%
2006-07	679	531	78.20%	6,589	6,071	92.14%	7,268	6,602	90.84%
2007-08	676	545	<b>80.62%</b>	6,579	6,076	<b>92.35%</b>	7,255	6,621	<b>91.26%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:****Activities**

This year's analysis of graduation rates and related data yielded similar trends to what has been seen in the past. There are several LEAs with poor results across indicators. Three of the five schools identified for targeted technical assistance based on this analysis currently have improvement plans and are receiving technical assistance based on focused monitoring visits, high special education spending, audit findings and/or failure to make AYP. One new observation that emerged from this year's analysis is that fourteen of the eighteen LEAs that did not meet the target made no or very limited use of multiyear plans for students with IEPs. Vermont's School Quality Standards allow a school team, with the superintendent's approval, to develop a plan that sets out alternative ways that individual students will meet graduation requirements.

An interagency workgroup continues to monitor and provide trainings on implementation of the Part B Interagency Agreement. Training and support for local interagency teams (LITs) was delivered through regional trainings, an online training, and distribution of information in the Interagency Matters newsletter. The evaluation system put into place last year collected baseline information concerning graduation rates for students with coordinated service plans. These are students who receive services from both education and human services.

Student support team consultants are working with high schools on several evidence based practices that have positive effects on student outcomes. Three high schools with low graduation rates are preparing to implement or implementing Positive Behavioral Supports (PBS). One high school is in the third year of implementing differentiated instruction and plans school wide implementation this year.

Vermont's current system of making determinations required by IDEA includes graduation rate as one of the indicators considered in making the determination. All SUs in the "Needs Intervention" category have been required to develop improvement plans and receive technical assistance. Consultants from the Student Support Team and other Vermont Department of Education divisions working with schools that have multiple plans have coordinated planning and technical assistance to these schools whenever possible.

Instead of developing a Transition Guidelines Manual Vermont Department of Education Student Support Team staff have created a transition website. This is located at [www.uvm.edu/~cdci/tripscy/](http://www.uvm.edu/~cdci/tripscy/). Technical assistance documents, best practices information and training opportunities can be accessed through this website. *(This is a repeated activity and will not be reported on in subsequent indicators)*

A subgroup of the State Advisory Council met in November to review available APR information and made recommendations to the full panel and to the Vermont Department of Education.

The decision was made to combine the SPP steering committee with our focused monitoring steering committee. That group met in May 2008 to review indicator data and select priority areas for focused monitoring. *(This is a repeated activity and will not be reported on in subsequent indicators)*

One focus of the statewide PBS work that is being done has been to work with children's mental health providers to identify ways to coordinate their work with the PBS initiative. The assistance director of the student support team has met with director's of the children mental health division to discuss this coordination and has made presentations regarding PBS to regional children's mental health staff throughout the state.

#### **Progress or Slippage**

Vermont met the FFY 2007 (July 1, 2007 – June 30, 2008) target for this indicator of 80% of youth with IEPs graduating with a regular diploma.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See indicator #1

Monitoring Priority: FAPE in the LRE

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Based on fall 2007 census data, the drop out rate for students with IEPs in grades 9 - 12 will be 3.5% or less.

**Actual Target Data for FFY 2007:**

119 of 3,207 or 3.71% of IEP students in grades 9 - 12 dropped out of school in FFY 2007 (July 1, 2007 - June 30, 2008). Therefore, Vermont did not meet the measurable and rigorous target for FFY 2007 (July 1, 2007 - June 30, 2008) of a drop out rate of 3.5% or less for students with IEPs in grades 9 - 12. Table 2.1 shows this information in comparison to previous years and demonstrates that drop out rates for students with IEPs has remained relatively constant since FFY 2003 (July 1, 2003 - June 30, 2004).

**Table 2.1: Drop out Rates, Grades 9 – 12**

	IEP Students			Regular Education Students			All Students		
	Adjusted Enrollment	Dropouts	Dropout Rate	Adjusted Enrollment	Dropouts	Dropout Rate	Adjusted Enrollment	Dropouts	Dropout Rate
2003-04	3,441	130	3.78%	25,069	640	2.55%	28,510	770	2.70%
2004-05	3,800	175	4.61%	25,854	657	2.54%	29,654	832	2.81%
2005-06	3,299	119	3.61%	26,178	785	3.00%	29,477	904	3.07%
2006-07	3,269	125	3.82%	26,019	844	3.24%	29,288	969	3.31%
2007-08	3,207	119	<b>3.71%</b>	25,282	794	<b>3.14%</b>	28,489	913	<b>3.20%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:****Activities**

There was a decline in number and percentage of students with IEPs who dropped out of high school last year. There continues to be a large variation in dropout rates across high schools. The range is

from no dropouts (16 high schools) to dropout rates of twice the state target or more (5 schools with large enough numbers for the percentages to be meaningful). Schools with low dropout rates tended to make use of multiyear plans at greater rates than schools with high dropout rates. Several of the schools with the highest dropout rates are also schools that have been identified for assistance for several reasons and are engaged in planning to address the areas of need.

A Secondary Transformation Team has been formed as a lead group in moving forward initiatives related to secondary transformation. The Vermont Department of Education Student Support Team Director is a member of the steering committee for this initiative.

Work on the implementation of the Part B Interagency Agreement has continued. An interagency workgroup continues to monitor and provide trainings on implementation of the Part B Interagency. Training and support for local interagency teams (LITs) was delivered through regional trainings, an online training, and distribution of information in the Interagency Matters newsletter. The evaluation system put into place last year collected baseline information concerning graduation rates for students with coordinated service plans. These are students who receive services from both education and human services.

An important interagency initiative last year related to educational stability for students in custody. A Memorandum of Understanding between the Division for Children and Families (DCF) and the Vermont Department of Education was signed that set out a process for students to remain in their current schools when their residency changes. Training on implementation of the Memorandum of Understanding was provided to all Division for Children and Families supervisors and at a statewide conference for youth workers and special education administrators.

A related effort involved two group home settings where youth in custody are placed by the Division for Children and Families. An agreement was reached with the local high school for students in the long term facility to access the high school rather than receiving tutorial services at the group home. In addition, educational responsibility for youth in the short term facility was clarified. This follows other work that has been done in recent years to assure that high school students attending or placed in facilities run by the Division for Children and Families receive an appropriate education.

Vermont's Positive Behavior Supports (PBS) continues to disseminate best practices information and train and support schools in implementation of this approach. An additional 7 high schools are working on readiness for implementation this year. Currently, approximately 18% of Vermont high schools are involved with this initiative.

The Vermont Department of Education Student Support Team newsletter includes best practices resources in each issue.

Instead of developing a Transition Guidelines Manual, Vermont Department of Education Student Support Team staff have created a transition website available at [www.uvm.edu/~cdci/tripscy](http://www.uvm.edu/~cdci/tripscy). Technical assistance documents, best practices information and training opportunities can be accessed through this website.

Community High School of Vermont (CHSVT) serves youth in the custody of the Department of Corrections. As a result of the completed Memorandum of Understanding, a monitoring consultant provided training and technical assistance to CHSVT staff.

Vermont Department of Education Student Support Team staff meet quarterly with staff from Vocational Rehabilitation (VR) to share data and plan joint activities. This has led to a number of collaborative efforts that will be described in detail in the discussion of activities for indicator 13.

### **Progress or Slippage**

Vermont did not meet the rigorous and measurable target of less than 3.5% for this indicator in FFY 2007 (July 1, 2007 - June 30, 2008). However, the percentage of dropouts in FFY 2007 (July 1, 2007 - June 30, 2008), 3.71%, is an improvement from 3.82% in FFY 2006 (July 1, 2006 - June 30, 2007). The Vermont Department of Education will continue to implement improvement activities with a particular focus on those schools with high dropout rates.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.



## Part B State Annual Performance Report (APR) for FFY 2007

### Overview of the Annual Performance Report Development:

See Indicator #1

Staff from the Standards and Assessment Team assisted in developing the data for this indicator.

### Monitoring Priority: FAPE in the LRE

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Measurement:

- A. Percent =  $\left[ \frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$ .
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent =  $\left[ \frac{b}{a} \right] \times 100$ );
  - c. # of children with IEPs in regular assessment with accommodations (percent =  $\left[ \frac{c}{a} \right] \times 100$ );
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $\left[ \frac{d}{a} \right] \times 100$ ); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $\left[ \frac{e}{a} \right] \times 100$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent =  $\left[ \frac{b + c + d + e}{a} \right] \times 100$ .

#### C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent =  $\left[ \frac{b}{a} \right] \times 100$ );
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent =  $\left[ \frac{c}{a} \right] \times 100$ );
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent =  $\left[ \frac{d}{a} \right] \times 100$ ); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured

against alternate achievement standards (percent = [(e) divided by (a)] times 100).  
 Account for any children included in a but not included in b, c, d, or e above.  
 Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Due to the U.S. DOE approved Vermont Department of Education transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) beginning during the 2004 - 2005 school year and continuing through the 2006 - 2007 school year, no meaningful baseline data was available to determine a measurable and rigorous target for this year. Revised targets have been set for FFY 2008 (July 1, 2008 - June 30, 2009) based on those complete baseline NECAP data received for grades 3 - 8 and 11 during FFY 2007 (July 1, 2007 - June 30, 2008).

**Actual Target Data for FFY 2007:**

*Note: The Vermont Department of Education has revised baseline data, targets and improvement activities for this indicator, based on the completion of the U.S. Department of Education approved transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. A detailed explanation of this transition, its' impact on these assessment data, and the need for baseline data, target and improvement activity revisions, and those actual revisions, are contained in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009, beginning on page 17. This discussion is repeated in this Annual Performance Report in the section, below, titled: "Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007." Those baseline data from FFY 2007 (July 1, 2007 - June 30, 2008) are also included in this Annual Performance Report immediately following this note in the "Actual Target Data for FFY 2007" section.*

*Because this is new baseline data for FFY 2007 (July 1, 2007 - June 30, 2008), there are no measurable and rigorous targets for this reporting period (FFY 2007 [July 1, 2007 - June 30, 2008]) contained in this FFY 2007 (July 1, 2007 - June 30, 2008) Annual Performance Report. Performance on this indicator against the targets contained in the revised SPP will be reported in the FFY 2008 (July 1, 2008 - June 30, 2009) Annual Performance Report submitted to OSEP on February 1, 2010.*

*Attachment 1, beginning on page 77, titled: "2007 - 2008 Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessment by Content Area, Grade, and Type of Assessment," contains a summary of these participation and proficiency data (3B. and 3C.) as reported to OSEP on February 1, 2009.*

**3A.** 14.89%, or 7 of 47 districts that have a disability subgroup that met Vermont's minimum "n" size requirements, met the State's Annual Yearly Progress (AYP) objectives for progress for the disability subgroup. There were 191 town districts for which no decision was made on the disability subgroup because the minimum "n" size was not met.

**3B.** Vermont children with IEPs in grades 3 - 8 and 11 had an overall participation rate of 96.23% on the Math assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Vermont children with IEPs in grades 3 - 8 and 11 had an overall participation rate of 96.37% on the on the Reading assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Table 3.1, on the next page, contains a summary of these participation rates.

Table 3.1: Participation Rates for Children with IEPs, FFY 2007

Subject Area and Grade Level	Test Name	3B.b.: Regular Assessment w/ NO Accommodations	3B.c.: Regular Assessment w/ Accommodations	3B.d.: Alternate Assessment Against Grade Level*	3B.e.: Alternate Assessment Against Alternate Achievement	Total Number of Participants (3B.b. + 3B.c. + 3B.d. + 3B.e.)	3B.a.: Total Number of Children w/IEPs	3B. Overall Participaton Rate ( (3B.b. + 3B.c. + 3B.d. + 3B.e.) / 3B.a. )
<b>Math</b>								
3	NECAP	177	420	0	46	643	664	96.84%
4	NECAP	178	498	0	64	740	754	98.14%
5	NECAP	217	619	0	69	905	924	97.94%
6	NECAP	252	574	0	72	898	919	97.71%
7	NECAP	275	652	0	65	992	1012	98.02%
8	NECAP	301	623	0	69	993	1023	97.07%
11	NECAP	332	479	0	60	871	983	88.61%
Totals		1732	3865	0	445	6042	6279	96.23%
<b>Reading</b>								
3	NECAP	183	404	0	46	633	664	95.33%
4	NECAP	197	478	0	65	740	755	98.01%
5	NECAP	245	592	0	70	907	926	97.95%
6	NECAP	273	555	0	72	900	916	98.25%
7	NECAP	288	642	0	65	995	1012	98.32%
8	NECAP	311	612	0	70	993	1021	97.26%
11	NECAP	335	496	0	60	891	993	89.73%
Totals		1832	3779	0	448	6059	6287	96.37%

\*3B.d. Vermont does not utilize and alternate assessment against grade level standards.

For both Math and Reading assessments, children included in 3B.a. (the total number of children with IEPs in grades assessed) but not included in 3B.b. – 3B.e. fall into one of the following categories:

- Students who did not take any assessment due to absence, parental exemption or other reason (suspension/expulsion, medical condition, family crisis, etc.) and/or;
- Students whose assessment results were invalid.

Table 3.1a., on the next page, contains a summary of students not counted as participants in table 3.1.

Table 3.1a: Children not Accounted for in 3B.b. – 3B.e. Participation Calculations

Subject Area and Grade Level	Test Name	Did Not Take Any Assessment	Assessment Results Were Invalid	Total Non-Participants	Total Number of Children w/IEPs	Non-Participation Rate
<b>Math</b>						
3	NECAP	6	15	21	664	3.16%
4	NECAP	6	8	14	754	1.86%
5	NECAP	12	7	19	924	2.06%
6	NECAP	10	11	21	919	2.29%
7	NECAP	11	9	20	1012	1.98%
8	NECAP	14	16	30	1023	2.93%
11	NECAP	30	82	112	983	11.39%
Totals		89	148	237	6279	3.77%
<b>Reading</b>						
3	NECAP	7	24	31	664	4.67%
4	NECAP	6	9	15	755	1.99%
5	NECAP	11	8	19	926	2.05%
6	NECAP	8	8	16	916	1.75%
7	NECAP	9	8	17	1012	1.68%
8	NECAP	13	15	28	1021	2.74%
11	NECAP	30	72	102	993	10.27%
Totals		84	144	228	6287	3.63%

**3C.** Vermont children with IEPs in Grades 3 - 8 and 11, when taken together, had an overall proficiency rate of 14.89% on Math assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Vermont children with IEPs in Grades 3 - 8 and 11, when taken together, had an overall proficiency rate of 18.58% on the Reading assessments in FFY 2007 (July 1, 2007 - June 30, 2008).

Table 3.2, on the next page, contains a summary of these proficiency rates.

Table 3.2: Proficiency Rates for Children with IEPs, FFY 2007

Subject Area and Grade Level	Test Name	3C.b.: Proficient or Above- Regular Assessment w/NO Accommodations	3C.c.: Proficient or Above- Regular Assessment w/ Accommodations	3C.d.: Proficient or Above- Alternate Assessment Against Grade Level*	3C.e.: Proficient or Above- Alternate Assessment Against Alternate Achievement**	Total Number of Proficient Participants (3Bb. + 3Bc. + 3Bd. + 3Be.)	3B.a.: Total Number of Children w/IEPs	3B. Overall Proficiency Rate (3Bb. + 3Bc. + 3Bd. + 3Be./3Ba.)
<b>Math</b>								
3	NECAP	70	96	0	4	170	664	25.60%
4	NECAP	45	88	0	6	139	754	18.44%
5	NECAP	60	109	0	7	176	924	19.05%
6	NECAP	62	85	0	14	161	919	17.52%
7	NECAP	55	69	0	4	128	1012	12.65%
8	NECAP	52	72	0	7	131	1023	12.81%
11	NECAP	10	10		10	30	983	3.05%
Totals		354	529	0	52	935	6279	14.89%
<b>Reading</b>								
3	NECAP	79	92	0	4	175	664	26.36%
4	NECAP	64	72	0	6	142	755	18.81%
5	NECAP	71	93	0	6	170	926	18.36%
6	NECAP	77	79	0	10	166	916	18.12%
7	NECAP	94	74	0	11	179	1012	17.69%
8	NECAP	99	91	0	11	201	1021	19.69%
11	NECAP	67	60		8	135	993	13.60%
Totals		551	561	0	56	1168	6287	18.58%

\*3B.d. Vermont does not utilize and alternate assessment against grade level standards.

For both Math and Reading assessments, children included in 3C.a. (the total number of children with IEPs in grades assessed) but not included in 3C.b. – 3C.e. fall into one of the following categories:

- Students who did not take any assessment due to absence, parental exemption or other reason (suspension/expulsion, medical condition, family crisis, etc.) and/or;
- Students whose assessment results were invalid.
- Student whose assessment results were non-proficient.

Table 3.2a., on the next page, contains a summary of those students not included as proficient in table 3.2.

Table 3.2a: Children not Accounted for in 3C.b. – 3C.e. Proficiency Calculations

Subject Area and Grade Level	Test Name	Did Not Take Any Assessment	Assessment Results Were Invalid	Non-Proficient Participants	Total Non-Proficient Participants & Non-Participants	Total Number of Children w/IEPs	Non-Proficiency/Non-Participant Rate
<b>Math</b>							
3	NECAP	6	15	473	494	664	74.40%
4	NECAP	6	8	601	615	754	81.56%
5	NECAP	12	7	729	748	924	80.95%
6	NECAP	10	11	737	758	919	82.48%
7	NECAP	11	9	864	884	1012	87.35%
8	NECAP	14	16	862	892	1023	87.19%
11	NECAP	30	82	841	953	983	96.95%
Totals		89	148	5107	5344	6279	85.11%
<b>Reading</b>							
3	NECAP	7	24	458	489	664	73.64%
4	NECAP	6	9	598	613	755	81.19%
5	NECAP	11	8	737	756	926	81.64%
6	NECAP	8	8	734	750	916	81.88%
7	NECAP	9	8	816	833	1012	82.31%
8	NECAP	13	15	792	820	1021	80.31%
11	NECAP	30	72	756	858	993	86.40%
Totals		84	144	4891	5119	6287	81.42%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

*Note: As described in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009, beginning on page 17, baseline data, targets and activities for this indicator have been revised as a result of the U.S. Department of Education approved transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. Improvement activities completed for this indicator during FFY 2007 (July 1, 2007 - June 30, 2008) have been included here for reference.*

**Activities**

The Vermont Department of Education Assessment Team has begun cohort studies for all NCLB subgroups. At this time the new assessment system has not been in place long enough to provide data for analysis.

Information about assessment results for students with IEPs has been included in trainings about the SPP/APR, in technical assistance to schools and as part of the monitoring system.

Collaboration with the director of the Standards and Assessment Division and the School Improvement coordinators from that division has led to a plan for implementing RtI in a selected group of identified schools. The Learning Disabilities consultant from the SST worked with School Improvement coordinators to establish conditions necessary for successful implementation of RtI and then review identified elementary schools to invite to begin RtI training in the spring. SST consultants presented training in universal design for learning (UBD) to a group of coordinators and consultants from the Lifelong Learning and Standards and Assessment divisions. Information about the VIIM initiative was shared with staff from many DOE divisions at two all department meetings last year. With the change in commissioners the plans for a statewide meeting were dropped.

Training and technical assistance targeted at improving assessment results was focused on several approaches/strategies during the 2007 – 2008 school year. These included PBS, Response to

Instruction (Rtl), Differentiated Instruction (DI) and the Vermont Integrated Instruction Model (VIIM) initiative. There are currently 34 schools at some stage of implementation of PBS. An additional 30 schools and 2 alternative programs are considering or preparing to implement. In addition to the 4 Rtl pilot schools there are now two supervisory unions preparing to implement Rtl all elementary schools and eventually in middle and high schools as well. In collaboration with the Stern Center for Language and Learning in Williston, Vermont an online training series for Tier 3 Rtl intervention is being developed. This was piloted as face to face training in two SUs. Three SUs are continuing implementation of DI. An additional SU is preparing for implementation as part of the VIIM initiative. A major focus of the DI work at this point is to increase the number of potential trainers and coaches available to work with school staff and to develop a series of training modules. The VIIM project is funded by Vermont's State Professional Development Grant (SPDG). PBS, Rtl and DI are the core elements of VIIM. A major goal of the grant is to train professional development providers in these three core elements who will be available to schools throughout the state. Part of the training is work with partner schools as external coaches. We began work with the first group of schools during this reporting period.

Information about successful models and practices for improving achievement is disseminated through trainings, regional special education administrators meeting, and the SST newsletter.

SST initiatives that are designed to improve student performance include focused monitoring, PBS, Rtl and DI. There are now 14 identified schools involved with the PBS initiative, 2 schools implementing DI, 5 (2 pilot, 3 2007-2008) districts working on corrective actions plans as a result of focused monitoring and 1 school implementing Rtl. There are plans to increase the number of schools implementing Rtl.

While further work was done on drafting the Adolescent White paper there are no plans to move this forward at this time. It is hoped that it will be considered as part of the high school transformation initiative.

### **Progress or Slippage**

FFY 2007 (July 1, 2007 - June 30, 2008), as described above, is a baseline data year for this indicator. A discussion of progress and slippage against the revised targets will be included in the FFY 2008 (July 1, 2008 - June 30, 2009) APR submitted to OSEP on February 1, 2010.

### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The Vermont Department of Education has revised its' baseline data, targets and improvement activities for this indicator, based on the completion of the U.S. Department of Education approved transition from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) that occurred during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. A detailed explanation of this transition, its' impact on these assessment data, and the need for baseline data, target and improvement activity revisions, and those actual revisions, are included in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009, beginning on page 17.

The following paragraph, as contained in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009, on page 17, provides a summary of the rationale for the revisions to this indicator:

"The Vermont Department of Education implemented a U.S. Department of Education approved transition plan from the New Standards Reference Exam (NSRE) to the New England Common Assessment Program (NECAP) during the 2004-2005, 2005 - 2006 and 2006 - 2007 school years. One impact of this approved transition plan, that met all NCLB requirements, was that during the transition years AYP results for the disability subgroup and assessment participation and performance results were based on limited grade level information and/or a combination of both the NSRE and NECAP assessments as detailed in the FFY 2005 State Performance Plan (SPP), the revised FFY 2005 SPP submitted to OSEP on February 1, 2007, the revised SPP submitted to OSEP on February 1, 2008 and the FFY 2005 and FFY 2006 Annual Performance

Reports submitted to OSEP on February 1, 2007 and February 1, 2008 respectively. Beginning with the FFY 2007 (July 1, 2007 - June 30, 2008) reporting period, the Vermont Department of Education, for the first time during the State Performance Plan reporting cycle (FFY 2005 - FFY 2010), has complete AYP and assessment information for the disability subgroup based on a single, unified testing program (NECAP) across all applicable grades (3 - 8 and 11). This complete AYP and assessment information for all grades available for FFY 2007 does not compare meaningfully to previous years. Therefore, the Vermont Department of Education has revised its' baseline data, discussion of baseline data, measurable and rigorous targets and improvement activities for this indicator (3a., 3b., and 3c.) in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009. Two key State Performance Plan stakeholder groups, the Vermont Special Education Advisory Council and the Executive Board of the Vermont Council of Special Education Administrators, were provided an opportunity to comment on these revisions during November of 2008 and January of 2009. Performance against the measurable and rigorous targets set for the remaining years of the State Performance Plan reporting cycle (through FFY 2010 [July 1, 2010 - June 30, 2011]) based on these FFY 2007 data will be reported beginning in the FFY 2008 (July 1, 2008 - June 30, 2009) Annual Performance Report submitted to OSEP on February 1, 2010."

Note that all revisions to baseline data, discussion of those baseline data and targets have been included in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009, beginning on page 18. Three revisions have been made to the improvement activities, denoted by bold, italicized text, with quotes and beginning in FFY 2008 (July 1, 2008 - June 30, 2009). These improvement activities have been designed in response to the new FFY 2007 (July 1, 2007 - June 30, 2008) data and have been designed to help drive meaningful performance improvement on this indicator through FFY 2010 (July 1, 2010 - June 30, 2011). Specifically, these additional improvement activities are:

- Gather information to better understand why both participation and performance results are noticeably lower for high school students.
- Develop a plan to improve participation and performance of students with disabilities for the eleventh grade NECAP in coordination with the Special Education Advisory Council and the Vermont Council of Special Education Administrators.
- Provide targeted training and technical assistance to schools in collaboration with the school improvement coordinators to schools that are identified as not making AYP for the students with disabilities subgroup.



## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: FAPE in the LRE

## Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

## Measurement:

- A. Percent =  $\left[ \frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{\# of districts in the State}} \right] \times 100$ .
- B. Percent =  $\left[ \frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity}}{\text{\# of districts in the State}} \right] \times 100$ .

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	<p>4A. 0% of Vermont LEAs report significant discrepancies in suspension and expulsions of children with disabilities for greater than 10 days in a school year.</p> <p>4B. Per OSEP instruction in 2007 - 2008, Vermont is not reporting targets for this indicator.</p>

## Actual Target Data for 2007:

**4A.** 0 of 60 or 0.00% of LEAs in Vermont have been identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Vermont has met the measurable and rigorous target of 0% for this indicator.

A significant discrepancy for any individual LEA is defined as an LEA that has a rate of suspension/expulsions greater than ten days that is more than 3 percent of that LEA's total special education population. The suspension/expulsion rate is derived from the total number of suspension/expulsions >10 days for special education students in an LEA (numerator) divided by the total number of special education students in the LEA (denominator).

The source information for the numerator in the LEA calculations was the same as that used to populate the "Report of Children with Disabilities Subject to Disciplinary Removal: School Year 2007-2008" (Table 5, in Section A, Column 3B), submitted to OSEP on November 1, 2008. The source

information for the denominator in the LEA calculations was the same as that used to populate the “Report of Children with Disabilities Receiving Special Education Under Part B of IDEA, as Amended” (Table 1) submitted to OSEP on February 1, 2007. Additional information on these reports may be found at [ideadata.org](http://ideadata.org).

During the 2007 - 2008 school year, only 18 of Vermont's 60 LEAs reported any occurrences of suspensions or expulsions greater than 10 days. Of these LEAs that reported suspensions or expulsions exceeding 10 days, the rate of suspension/expulsion averaged less than 1%.

**4B. Note:** *Per the instructions to Vermont and other states contained in the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet for FFY 2007 (July 1, 2007 - June 30, 2008), and in the Vermont Part B SPP/APR Response Table from FFY 2005 (July 1, 2005 - June 30, 2006) prepared by the U.S. Department of Education Office of Special Education Programs, Vermont is no longer reporting baseline data, annual target data, or measurements for this indicator<sup>1</sup>.*

*The FFY 2005 State Performance Plan submitted to OSEP on February 1, 2008 was modified to reflect this change, beginning on page 30. Subsequent reporting in Annual Performance Reports and any additional State Performance Plan revisions on this indicator will be made according to OSEP instructions as they are made available.*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities:**

Vermont has shown continued and meaningful progress on this indicator, improving from 1.67% of LEAs identified with significant discrepancies in suspensions and expulsions of children with disabilities for greater than 10 days in a school year in FFY 2006 (July 1, 2006 - June 30, 2007) to 0.00% in FFY 2007 (July 1, 2007 - June 30, 2008). The following activities contributed to the state's progress:

- The Vermont Department of Education Student Support Team supported the implementation of the Part B Interagency Agreement that provides for coordinated service plans for students eligible for services from both education and human services.
- Work between Student Support Team & Building Effective Strategies for Teaching Students with Behavioral Challenges (BEST) consultants was coordinated to provide assistance to schools with high rates of suspension and expulsion for children and youth with IEPs.
- Targeted technical assistance was provided to schools concerned with the numbers of suspensions and expulsions for children and youth with IEPs
- The annual BEST Summer Institute was held in the summer of 2007.
- The Vermont Special Education Advisory Council had a full day meeting in November to review SPP/APR progress and outcome data and make recommendations. In addition they received regular updates from the Student Support Team liaison.
- The BEST grant process was revised again this year. Revisions include a new allocation of funds that allow schools interested in implementing Positive Behavioral Interventions and Supports (PBIS) to apply for larger grants to support the implementation process. In addition a revised grant process with better tracking and accountability for results has been put into place.
- Approximately 200 staff from alternative programs in Vermont attended the third annual alternative educators' conference in early December. The conference is put on by the BEST team. This year's conference presented information on a wide range of approaches and strategies aimed at increasing student engagement and addressing academic and behavioral issues of adolescents at risk of dropping out of high school.

<sup>1</sup>As of January 2008, these documents were available on the Regional Resource & Federal Center Network at <http://www.rfcnetwork.org/content/view/248/358/>

**Progress or Slippage**

As shown above under “Actual Target Data for 2007,” the Vermont Department of Education’s examination of data from FFY 2007 (July 1, 2007 - June 30, 2008) revealed no significant discrepancies for any LEAs in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

*If and only if there were* significant discrepancies in the rates of suspensions and expulsions of children with disabilities greater than 10 days in specific LEAs in FFY 2007 would the Vermont Department of Education review, and as appropriate, revise policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for those LEAs identified with significant discrepancies.

As directed in the response by the U.S. Department of Education Office of Special Education Program’s (OSEP) to Vermont’s FFY 2006 (July 1, 2006 - June 30, 2007) Annual Performance Report submission on February 1, 2008, Vermont has completed the review, and as appropriate, revision of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the one (1) LEA identified as having a significant discrepancy in the FFY 2006 (July 1, 2006 - June 30, 2007) APR, and the one (1) LEA (unique from the LEA identified in FFY 2006) identified as having a significant discrepancy in the FFY 2005 (July 1, 2005 - June 30, 2006) APR<sup>2</sup>. An outline of the review activities and the results of those review activities follow for each year:

**FFY 2006:**

- One Vermont DOE special education consultant was assigned to be the primary contact to special education staff and responsible administrators in the one LEA where the significant discrepancy was identified. The purpose of this assignment was to review, and as appropriate, revise the existing policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards in the one LEA that lead to the significant discrepancy in the rates of suspension and expulsions greater than 10 days during FFY 2006 (July 1, 2006 - June 30, 2007).
- The consultant was available for face to face consultation an average of 3 days per month for 6 months. Additional point in time consultation was available on an as needed basis. **The consultant review did not result in any findings of noncompliance by the Vermont Department of Education General Supervision Team and the LEA was not required to revise its’ existing policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.** However, LEA personnel were given the opportunity to participate in specialized professional development activities designed to aid in the improvement of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to prevent future identification of significant discrepancies in the rates of suspension and expulsions greater than 10 days. Content areas for the professional development activities included IDEA regulations, Vermont special education regulations, personal safety and restraint training, differentiated instruction, and assistive technology. Additionally, the LEA administration was supported in an effort to bring a team of educators to a summer institute that focused on building effective strategies for teachers (BEST).
- **Notably, this LEA was *not* identified again in FFY 2007 (July 1, 2007 - June 30, 2008) as having a significant discrepancy in the rates of suspensions and expulsions greater than 10 days.** Furthermore, and as noted in the previous paragraph, the review of policies,

<sup>2</sup> As of January 2009, the FFY 2005 and 2006 SPP/APR Response Tables were available on the U.S. Department of Education web site at: <http://www.ed.gov/fund/data/report/idea/partbspap/index.html>

procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards designed to prevent significant discrepancies did not result in any findings of noncompliance by the Vermont Department of Education Student Support General Supervision Team. Therefore, no findings based on those FFY 2006 (July 1, 2006 - June 30, 2007) data and corrections of those findings within one year will be reported in Indicator 15 for this indicator for the appropriate reporting period as defined below in the subsection titled "Identification and Correction of Noncompliance."

#### FFY 2005:

- One Vermont DOE special education consultant was assigned to be the primary contact to special education staff and responsible administrators in the one LEA where the significant discrepancy was identified. The purpose of this assignment was to review, and as appropriate, revise the existing policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards in the one LEA that lead to the significant discrepancy in the rates of suspension and expulsions greater than 10 days during FFY 2005 (July 1, 2005 - June 30, 2006).
- The consultant was available for face to face consultation an average of 3 days per month for 6 months. Additional point in time consultation was available on an as needed basis. **The consultant review did not result in any findings of noncompliance by the Vermont Department of Education General Supervision Team and the LEA was not required to revise its' existing policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.** However, LEA personnel were given the opportunity to participate in specialized professional development activities designed to aid in the improvement of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to prevent future identification of significant discrepancies in the rates of suspension and expulsions greater than 10 days. Content areas for the professional development activities included IDEA regulations, Vermont special education regulations, personal safety and restraint training, differentiated instruction, and assistive technology. Additionally, the administration was supported in an effort to bring a team of educators to a summer institute that focused on building effective strategies for teachers (BEST). The educator team spent several days developing an LEA-wide plan to address the behaviors and situations that can lead to alternative interventions. The educator team continues to work towards adaptation of Positive Behavioral Interventions and Supports (PBIS) for schools in their LEA.
- **Notably, this LEA was *not* identified again in either FFY 2006 (July 1, 2006 - June 30, 2007) or FFY 2007 (July 1, 2007 - June 30, 2008) as having a significant discrepancy in the rates of suspensions and expulsions greater than 10 days.** Furthermore, and as noted in the previous paragraph, the review of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards designed to prevent significant discrepancies did not result in any findings of noncompliance by the Vermont Department of Education Student Support General Supervision Team. Therefore, no findings based on those FFY 2005 (July 1, 2005 - June 30, 2006) data and corrections of those findings within one year will be reported in Indicator 15 for this indicator for the appropriate reporting period as defined below in the subsection titled "Identification and Correction of Noncompliance."

#### Identification and Correction of Noncompliance

*Note: The timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled "Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR), September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP*

*Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

Those data collected for this indicator for FFY 2007 (July 1, 2007 - June 30, 2008) were obtained from the Vermont Department of Education Combined Incident Reporting System. This data collection is implemented annually to meet IDEA B 618 reporting requirements. Table 4.1, below, shows the compliance monitoring schedule for this indicator from FFY 2004 through FFY 2010.

**Table 4.1: Compliance Monitoring Schedule APR Indicator 4**

Monitoring Year ("MY")/Source Data Year	# of LEAs Monitored	Data Review/Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2004 (July 1, 2004 - June 30, 2005)	ALL	FFY 2005 (data review)	FFY 2006	February 1, 2008
FFY 2005 (July 1, 2005 - June 30, 2006)	ALL	FFY 2006 (data review)	FFY 2007	February 1, 2009
FFY 2006 (July 1, 2006 - June 30, 2007)	ALL	FFY 2007 (data review)	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	ALL	FFY 2008 (data review)	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	ALL	FFY 2009 (data review)	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	ALL	FFY 2010 (data review)	FFY 2011	February 1, 2013
FFY 2010 (July 1, 2010 - June 30, 2011)	ALL	FFY 2011 (data review)	FFY 2012	February 1, 2014

Table 4.1 shows that for FFY 2004 through FFY 2010, all LEAs have been/will be monitored annually for compliance with this indicator based on a data review. One characteristic of this statewide compliance monitoring process, as detailed in table 4.1, was and is that it is not feasible for the General Supervision Team to complete the analysis of these monitoring year ("MY") data until the next monitoring year ("MY +1") has started. As a result, the following two rules govern the identification, correction and reporting of noncompliance for this indicator. First, the reviews of those data and the subsequent findings of noncompliance based on those data reviews will not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2".

Note that because there has been *no* noncompliance associated with this indicator since the baseline reporting year (FFY 2004 [July 1, 2004 - June 30, 2005]) and continuing through FFY 2007 (July 1, 2007 - June 30, 2008), there have not been any findings, or corrections of findings within one year to report for this indicator or within Indicator 15. If noncompliance is identified in the future, the identification, correction and reporting of that noncompliance will occur according to the schedule outlined in Table 4.1 and as governed by the associated reporting rules detailed in the previous paragraph.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: FAPE in the LRE

**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;<sup>3</sup>
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day; and divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	<p>Percentage of children and youth with IEPs age 6-21 served inside the regular class 80% or more of the day will increase to 78.5%.</p> <p>Percentage of children and youth with IEPs served inside the regular class less than 40% of the day will decrease to 7.5% or less.</p> <p>Percentage of children and youth with IEPs in segregated settings will decrease to 4.0% or less.</p>

*Note: Statewide aggregate reports for 6 - 21 educational environments received from the Education Data Exchange Network (EDEN) reporting system will not accurately reflect actual statewide values reported for this indicator. Those actual timely and accurate statewide values are reflected in this indicator for FFY 2007 (July 1, 2007 - June 30, 2008) and are based on the same queries built on those same data tables in the Vermont Department of Education December 1, 2007 Child Count that was used to create EDEN tables N/002 and N/X089. The next two paragraphs of this note provide a detailed explanation.*

<sup>3</sup> At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

*For general background, recall per the August 8, 2006 memo from the U.S. Department of Education to the Vermont Department of Education that “Vermont has been qualified to supply the data for the Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements (Table 3)... exclusively through the Education Data Exchange Network.” Further note that the identical source data tables in the source data system, the Vermont Department of Education December 1, 2007 Child Count, were queried to provide those data for this indicator and those data in tables N/X002 and N/X089 (FAPE/Educational Environments) submitted on February 1, 2008 through EDEN.*

*Within this context, it is important to realize, as stated above, that the statewide ages 6 - 21 educational environments reports generated through the EDEN reporting system will not match the information presented for this indicator. Specifically, the Vermont Department of Education small “n” reporting policy requires any data cell contained in an EDEN submission that contains a value of less than 11 to be suppressed. In response to this policy, EDEN has instructed the Vermont Department of Education to denote any suppressed cell (fewer than 11 records) with a value of “-4” (the Vermont Department of Education has followed these instructions). When reports on these data are subsequently “pulled” from the EDEN reporting system, the EDEN reporting system “rolls-up” the values in individual cells from tables N/X002 and N/X089; those cells containing a “-4” are omitted from the total. The result of this methodology is best illustrated with a simple example: Imagine a four cell table with actual values of 20, 15, 5, and 3. The total sum or “roll-up” of these actual values is 43 ( $20+15+5+3=43$ ). With small “n” suppression rules applied, the EDEN submission table would contain values 20, 15, -4 and -4. The total sum or “roll-up” of these suppressed values (recall - 4 is null) from the EDEN reporting system is 35 ( $20+15+“null”+“null”=35$ ).*

*Taken together then, the “roll-up” methodology utilized in the EDEN reporting system to create statewide aggregate reports and the insertion, per EDEN instructions, of “-4” values in cells that are to be suppressed per the Vermont Department of Education small “n” policy, result in statewide EDEN educational environment reports that do not accurately reflect actual statewide values. Those actual timely and accurate statewide values, based on queries built on those same data tables in the Vermont Department of Education December 1, 2007 Child Count used to create EDEN tables N/002 and N/X089, are reflected in this indicator.*

- 5A. 69.95% or 8,597 of the 12,290 children age 6 – 21 were served inside the regular class 80% or more of the day, a 1.20 percentage point decrease from FFY 2006 (July 1, 2006 - June 30, 2007). This does not meet the measurable and rigorous target of 78.5% set for FFY 2007 (July 1, 2007 - June 30, 2008).
- 5B. 9.47% or 1164 of the 12,290 children age 6 – 21 were served inside the regular class less than 40% of the day, a .67 percentage point decrease from FFY 2006 (July 1, 2006 - June 30, 2007). This does not meet the measurable and rigorous target of 7.5% or less set for FFY 2007 (July 1, 2007 - June 30, 2008).
- 5C. 6.49% or 797 of the 12,290 children age 6 – 21 were served in separate schools, residential facilities, or homebound/hospital placements, .13 percentage points higher than FFY 2006 (July 1, 2006 - June 30, 2007). This does not meet the measurable and rigorous target of 4.0% or less set for FFY 2007 (July 1, 2007 - June 30, 2008).

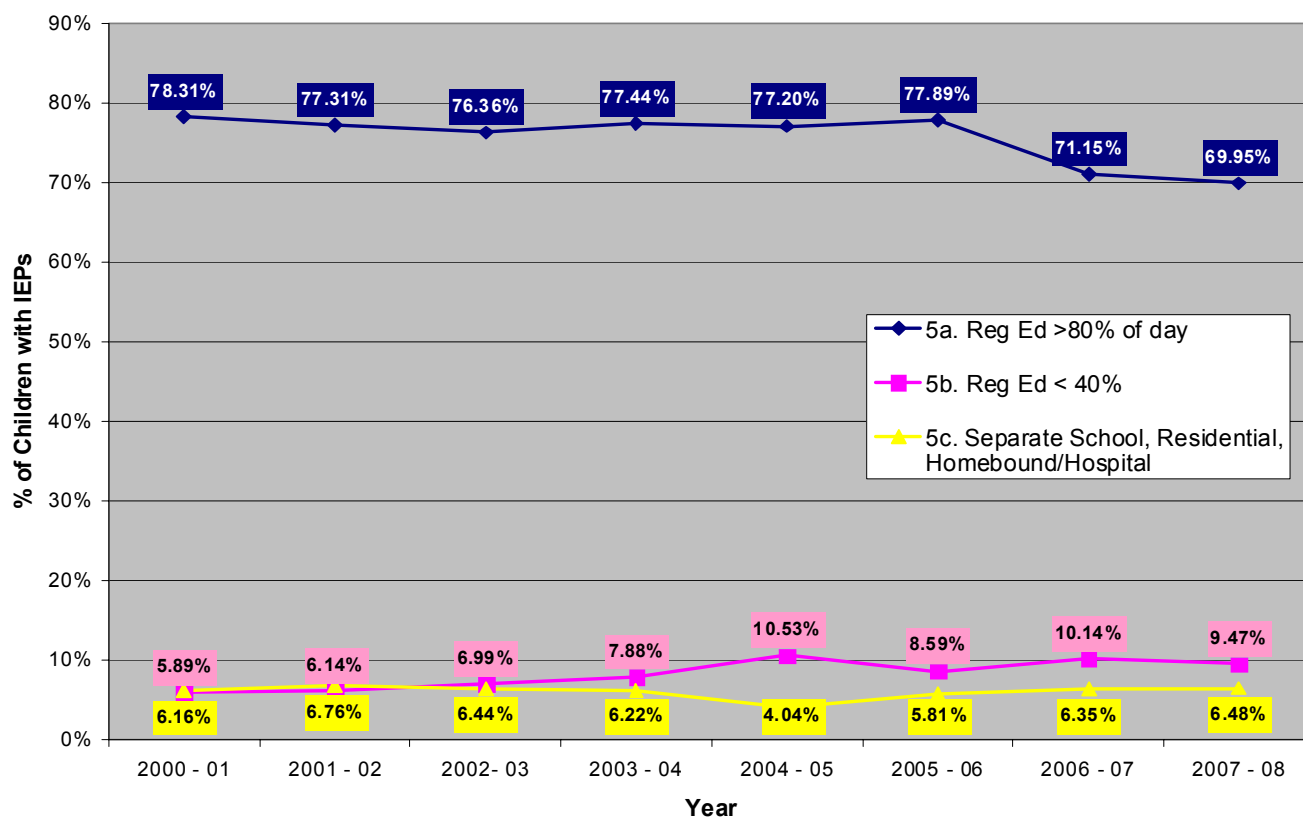
Note that the sum of the percentages reported in 5A., 5B., and 5C. do not add to 100%. 14.00% or 1721 of the children with IEPs age 6 – 21 in Vermont in this reporting period were served inside the regular education class no less than 40% of the day, but no more than 79% of the day (this compares to 12.26% of children in similar environments in FFY 2006 (July 1, 2006 - June 30, 2007), a percentage point increase of 1.69%). The remaining 11 or .09% of children with IEPs age 6 - 21 not accounted for in 5A., 5B., or 5C. were reported as being in correctional facilities.

Table 5.1, on the next page, provides a summary table of 5A., 5B. and 5C. for FFY 2007 (July 1, 2007 - June 30, 2008); Figure 5.1, on the next page, shows these FFY 2007 data in comparison with previous years.

Table 5.1: Percent of Children with IEPs age 6 – 21 by placement

Educational Environment	Count	Total # ages 6-21 with IEP	% of Children in Placement
5a. Inside Regular Class $\geq$ 80% of the Day	8597	12290	69.95%
5b. Inside Regular Class < 40% of the Day	1164	12290	9.47%
5c. Separate School, Residential, Homebound or Hospital Placement	797	12290	6.49%

Figure 5.1: Percent of Children with IEPs by Placement by Year



As shown in Figure 5.1, the percentage of children served inside the regular class 80% or more of the day (5a.) has continued to decline between FFY 2006 (July 1, 2006 - June 30, 2007) and FFY 2007 (July 1, 2007 - June 30, 2008). There were 8780 of 12340 children reported as being served inside the regular class 80% or more of the day in FFY 2006, but only 8597 of 12290 children reported being served inside the regular class 80% or more of the day in FFY 2007 - a difference of over 180 students. The number of children served inside the regular class less than 40% of the day (5b.) shows a slight decrease (10.14% to 9.47%) while those students served in separate schools, residential facilities, or homebound/hospital placements (5c.) shows a slight increase from 6.35% to 6.49%. This suggests that the decrease of children served inside the regular class 80% or more of the day appears to be primarily from an increase in a placement category not formally reported in this indicator; those served inside the regular education class no less than 40% of the day, but no more than 79% of the day. The percentage of children reported in the December 1, 2007 Child Count in this category was 14.00%, up from 12.26% reported in the December 1, 2006 Child Count and 7.71% in the December 1, 2005 Child Count.



The downward trend in the number of children served inside the regular class 80% or more of the day continues to present policy challenges in Vermont: Vermont has often been recognized as a leader in providing inclusive educational opportunities to students with special needs. As an example, for the FFY 2006 (July 1, 2006 - June 30, 2007) reporting period, the national percentage of 6 - 21 year old children served inside the regular class 80% or more of the day was 53.70%. And, of the 50 states, only North Dakota and Alabama reported higher percentages (77% and 74% respectively) of children served inside the regular class 80% or more of the day during the same time period<sup>4</sup>.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities**

This year's analysis of the data for Indicator #4 included looking at placement trends for the past eight years for each disability category. While there is a move to more segregated settings for all disability groups the change is most striking for students with autism, learning impairments, other health impairments and speech/language impairments and most of the change has happened in the past three years. For students with learning impairments, other health impairments and speech/language impairments the largest increase in environments comes in the 40% to 79% of time in the regular classroom category. Since these three categories make up 38% of the students with IEPs in Vermont the change in educational environment has a large impact on the overall state placement data. For students with autism the largest increase is in the <40% of the time in the regular classroom category. In the past three years the number of mental health collaboratives serving students with autism has increased from three to seven. There has also been an increase in the number of separate school based programs. These probably account for the increase in students with autism being educated outside of the regular classroom for most of the school day. Special education administrators proposed two reasons for the move to more restrictive placements for students with learning impairments and speech/language impairments. One is the difficulty students in these categories have keeping up with the pace and content of the general curriculum in middle and high schools and the resulting pressure from general educators to have these students receive more of their instruction in separate settings. The other reason had to do with block scheduling. If a student with an IEP is out of the general curriculum for one block that student will be out of the regular class environment for more than 80% of the day. An increasing number of Vermont high schools now have block scheduling. Students with attention disorders are a large percentage of those found eligible in the other health impaired category. A high percentage of these students are educated in alternate programs and schools. Another reason given for the move to more restrictive settings is that general educators lack training in including students with disabilities in content area classes, particularly at the high school level.

Focused monitoring visits to three of Vermont's largest school districts examined practices related to LRE. In all three of the districts high percentages of students are placed in more restrictive settings. Practices that led to placements in more restrictive settings included poorly defined entrance and exit criteria for programs, continua of services with an emphasis on restrictive rather than inclusive settings and lack of expertise on the part of both general and special educators in how to support students with disabilities in the general classroom. All three districts have formed local planning teams and have developed plans to address the findings and recommendations from the monitoring reports. DOE consultants continue to provide targeted technical assistance for the development and implementation of the plans. This year's five focused monitoring visits will again examine LRE practices.

Training and support for implementation of the Part B Interagency Agreement continued during the 2007-2008 school year. Work in this area was described in the discussion of activities for Indicator #1.

---

<sup>4</sup> Data retrieved from [www.ideadata.org](http://www.ideadata.org). This web site provides public access to the most recent data about children with disabilities served under the Individuals with Disabilities Education Act (IDEA). These data are collected annually by the U.S. Department of Education, Office of Special Education Programs in accordance with Section 618 of IDEA. They are provided in the form of tables produced for the Annual Reports to Congress.

Reporting LRE data was addressed in multiple ways during this reporting period. Five regional child count trainings were conducted and reporting of LRE data was discussed with all regional special education administrator groups. Written guidance by e-mail, a manual and memos was sent to all child count personnel and special education administrators. Additional technical assistance is provided on a dedicated child count phone line

A comprehensive plan to develop a system of care for individuals with autism spectrum disorders and their families was developed as a result of legislation passed during the 2007 Vermont legislative session. The DOE is a partner with the Agency of Human Services (AHS) in this work. The current plan does not include diagnostic and training centers. The priority areas for initial work are early screening and diagnosis, effective early intervention, definition of the roles and responsibilities of agencies serving this population, coordinated dissemination of information, definition of competencies for service providers and development of trainings in these competencies, consistency of available supports and services throughout the state and community supports for adults with ASD. State wide level 1 trainings in the TEACCH model were provided during this reporting period.

Two new LD labs were started last year, one at a middle school and one at a high school. This model provides intensive support for students with learning disabilities in their local school and has reduced the number of these students being sent to residential schools. However, as students who participate are out of the general education classroom for more than 80% of the day this may be a factor in the declining numbers in that reporting category.

Several current SST initiatives involve evidence based practices that increase capacity for students with disabilities to succeed in the general education curriculum. The PBS initiative was described in Indicators # 1 & #2. The topic of last year's BEST summer institute was PBS. Over three hundred educators attend this annual four day institute. The learning disabilities consultant is training a leadership team from the largest supervisory union in the state in preparation for implementation of Response to Instruction (RtI) in all of the schools. The Vermont Integrated Instruction Model (VIIM) supported by the State Professional Development Grant integrates PBS, RtI and differentiated instruction (DI). This model was initiated during this reporting period and is currently being piloted in small elementary schools in one supervisory union. In August the State Board of Education waived funding rules prohibiting team teaching so that two supervisory unions could pilot this approach.

Regional consultants for students with low incidence disabilities (multiple disabilities, visually impaired, deaf and hard of hearing) supported school staff and families in all regions of Vermont. Courses in educating students with low incidence disabilities were offered by consultants for the I-Team, the group focusing on students with multiple disabilities.

The residential review coordinator continues to provide school teams with technical assistance regarding residential and other high cost placements.

During the 2007 -2008 school year Educational Support System consultants provided technical assistance and training for 25 elementary schools, 2 middle schools, 15 K-8 schools, 5 high schools, and 3 K-12 schools. The focus of this work is on developing systems of support for all students in their local schools.

Discussions have been held with the Special Education Advisory Council and special education administrators regarding the trend to place students in more restrictive settings. Both groups have offered reasons for why this is happening. At this point there is not consensus on whether or not it is beneficial to students. In order to broaden the discussion we have begun a series of articles in our monthly newsletter tracing the history of inclusion in Vermont. The newsletter is also a vehicle for disseminating research and best practices information. This will focus on placement information to accompany the series of articles.

### **Progress or Slippage**

The FFY 2007 (July 1, 2007 - June 30, 2008) targets for this indicator were not met. The Vermont Department of Education Student Support Team continues to work to identify reasons for the decrease in the percentage of children being served inside the regular class 80% or more of the day,

from 77.89% in FFY 2005 (July 1, 2005 - June 30, 2006), 71.15% in FFY 2006 (July 1, 2006 - June 30, 2007) and continuing downward to 69.95% in FFY 2007 (July 1, 2007 - June 30, 2008).

Potential reasons for this downward trend may include:

- LEAs have been more attentive to how they are reporting on LRE in Child Count, given the visibility these data receive through the statewide Annual Performance Report, the LEA-level public reports and the LEA determinations process.
- As part of the implementation of a focused monitoring system in Vermont, LRE was selected by the focused monitoring stakeholder group during FFY 2006 (July 1, 2006 - June 30, 2007) as an area of focus. The stakeholder group choose to continue focusing on this indicator in FFY 2007 (July 1, 2007 - June 30, 2008). This continuing focus on this indicator by the Vermont Department of Education Monitoring Team may be increasing the attentiveness of LEAs to how they are reporting LRE in Child Count.
- Increased accuracy in data reporting: LEAs have continued to introduce new and/or improved Child Count software to help with the required data collections, this may be increasing the accuracy of Child Count data reported to the State of Vermont in these LEAs.

A potential reason for the downward change that has been ruled out:

- As described in the revised FFY 2005 SPP submitted to OSEP on February 1, 2008, beginning on page 37, Vermont changed the nomenclature for describing educational environments in the December 1, 2006 Child Count data collection to be consistent with the changes required by OSEP. These naming convention changes reversed statements of time “outside the regular classroom” to time spent “inside the regular classroom.” For example, prior to FFY 2006 (July 1, 2006 - June 30, 2007), the least restrictive educational environment was defined as being “removed from regular class less than 21% of the day.” Beginning in FFY 2006, this description was changed to: “served inside the regular class 80% or more of the day.” Vermont DOE thought this change may have caused some confusion in how student placement information was reported on students’ IEPs and subsequently, in Child Count data submitted to the State of Vermont by LEAs. If this was a cause of the variation in FFY 2006 data, then the FFY 2007 (July 1, 2007 - June 30, 2008) data should have reflected a return to historic norms as LEAs adjust to the new nomenclature. This did not occur and, anecdotally, LEA representatives reported that the nomenclature change caused minimal confusion.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator # 1.

## Monitoring Priority: FAPE in the LRE

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Not Available for FFY 2007 (July 1, 2007 - June 30, 2008); see note below in "Actual Target Data for FFY 2007" section.

**Actual Target Data for FFY 2007:**

*Note: As a result of changes to the instructions for collecting preschool least restrictive environment data required by the U.S. DOE Office of Special Education Programs (OSEP), Vermont is not reporting data for this indicator for FFY 2007 (July 1, 2007 - June 30, 2008). The FFY 2005 State Performance Plan and subsequent Annual Performance Reports will be revised according to OSEP instructions as they are made available.*

*From OSEP Memorandum "OSEP -11" of August 20, 2008: "States need not report on Indicator 6 for FFY 2007."*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

No information reported for FFY 2007 (July 1, 2007 - June 30, 2008).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No information reported for FFY 2007 (July 1, 2007 - June 30, 2008).

**Part B State Annual Performance Report (APR) for FFY 2007****Overview of the Annual Performance Report Development:**

See Indicator #1.

Staff from the Early Education Workgroup developed the data and content for this indicator.

**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

<p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p>
--

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Not Available.

**Actual Target Data for FFY 2007:**

*Note that per U.S. Department of Education Office of Special Education Programs instruction, only progress data from FFY 2007 (July 1, 2007 - June 30, 2008) and improvement activities are being reported for this indicator in FFY 2007. These progress data may be found in the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009 beginning on page 60. The improvement activities completed during FFY 2007 (July 1, 2007 - June 30, 2008) are included in the next section.*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

A number of improvement activities were completed in FFY 2007 (July 1, 2007 - June 30, 2008) in preparation for collecting baseline data in FFY 2008 (July 1, 2008 - June 30, 2009).

- During FFY 2006 (July 1, 2006 - June 30, 2007), the Vermont legislature passed Act 62, formally establishing publicly funded preschool for 3-5 year olds (note: the practice of using public school funds for preschool has been in effect for over 20 years, but this law formally established the policy). One of the provisions of the law is that all of children in publicly

funded preschool programs must be assessed using specific tools the state will identify. As a result, Vermont Early Essential Education staff worked throughout FFY 2007 (July 1, 2007 - June 30, 2008) to align the required Act 62 early childhood assessment protocols with those required for this indicator. The following activities detail this work:

- A committee was convened representing a broad range of constituents, including early childhood special educators and program directors to determine how to connect the state required prekindergarten assessment with the existing Early Childhood Outcomes. This alignment of efforts was framed in the context of enhancing the reliability and validity of the COSF ratings and decreasing the reliance on clinical opinion for arriving at an entry and exit rating.
- The committee reviewed proposed assessments and cross-walks with Vermont Early Learning Standards and the Early Childhood Outcomes
- The committee selected Work Sampling System (WSS) and the Creative Curriculum Developmental Continuum (CCDC) as the appropriate assessments all publicly funded preschool programs in Vermont will be required for use with children on IEP's as well as their typically developing peers; LEA's and their prekindergarten partners may select one of the two to use.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007.**

No revisions to the improvement activities are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: FAPE in the LRE

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Percentage of all parents of pre-kindergarten - 12th grade children with disabilities reporting schools facilitated involvement will increase to 32.12%.

## Actual Target Data for FFY 2007:

34.13% or 670 of 1963 parents of children with disabilities who responded to the survey reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities ( $\pm 2.16\%$  at the 95% confidence level). Vermont has met the measurable and rigorous target for this indicator for FFY 2007 (July 1, 2007 - June 30, 2008). Table 8.1 contains a summary of this information.

*Note: Attachment 2, beginning on page 100, contains copies of the surveys utilized for this indicator.*

Table 8.1: Parent Involvement Survey Results Summary

	Number of Parents Responding	% Parents Reporting Involvement	Standard Error	95% Confidence Interval	
				Low	High
6 Pilot States Benchmark (2005)	2705	17.00%	0.70%	15.63%	18.37%
Vermont Parents 2005 - 2006	2277	28.00%	0.90%	26.24%	29.76%
Vermont Parents 2006 - 2007	1808	34.02%	1.10%	31.86%	36.18%
Vermont Parents 2007 - 2008	1963	34.13%	1.10%	31.97%	36.29%

Table 8.1 shows that in 2007 - 2008, 34.13% or 670 of 1963 responding parents of PK - 12 children with disabilities reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities ( $\pm 2.16\%$  at the 95% confidence level). This is not a significant change from the 2006 - 2007 school year.



To provide additional context for these results, the top row of Table 8.1 titled “6 Pilot States Benchmark,” contains the overall results in the six states used to pilot the National Center for Special Education Accountability Monitoring (NCSEAM) Parent Involvement Survey. In these states 17% of parents reported that schools facilitated parent involvement as a means of improving services for children with disabilities ( $\pm 1.37\%$  at the 95% confidence level)<sup>5</sup>. Although inter-state comparisons need to be considered cautiously, when viewing Vermont data in the context of the pilot state’s benchmark, Vermont appears to perform quite well in involving parents in improving their children’s special education services.

#### Response Rates:

Vermont utilized a survey consultant to assist with all survey mailing, data processing and data analysis tasks. The consultant verified the accuracy of the submitted addresses utilizing address validation software. Surveys were mailed in the summer. There were 1,963 valid responses from mailings to 12,001 verified parent addresses for a response rate of 16.36%. Mailings were not sent to addresses that could not be verified to protect student confidentiality. The response rate is a slight improvement from 16.28% in 2006 - 2007.

#### Survey Respondent Characteristics Compared to All Students Eligible for Survey

To understand if the 1963 parents who responded to the survey had children who were representative of the children in the overall special education eligible student population, demographic characteristics of respondent parent’s children were compared to those characteristics of the entire population eligible for special education services. Table 8.2, on the next page, contains the counts and percentages of the characteristics of respondent’s children compared to the entire eligible population in race/ethnicity, gender, disability and age group categories. Note that some categories have been collapsed to avoid reporting discrete identifying student characteristics when individual cells contained less than 11 records. The Vermont Department of Education “small ‘n’ rule” prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than 11.

---

<sup>5</sup> For additional information on the development and piloting of the NCSEAM parent involvement survey, please see [http://www.federalresourcecenter.org/frc/NCSEAM\\_resources.htm](http://www.federalresourcecenter.org/frc/NCSEAM_resources.htm) and the Revised FFY 2005 Vermont State Performance Plan, Indicator 8, available at [http://education.vermont.gov/new/html/pgm\\_spед/data\\_reports\\_pubs.html](http://education.vermont.gov/new/html/pgm_spед/data_reports_pubs.html)

Table 8.2: Demographics of Respondent's Children vs. All Special Education Children

Demographic Characteristic	Count of Respondent Children	Percent of Respondent Children	Count of Eligible Population	Percent of Eligible Population	Over/Under Representation*
<b>Race/Ethnicity</b>					
Non-White**	69	3.52%	547	3.89%	-0.37%
White	1894	96.48%	13528	96.11%	0.37%
Totals	1963	100.00%	14075	100.00%	0.00%
<b>Disability</b>					
Autism	122	6.21%	505	3.59%	2.63%
Developmental Delay	369	18.80%	2235	15.88%	2.92%
Emotional Disturbance	197	10.04%	2032	14.44%	-4.40%
Hearing Impairment	15	0.76%	123	0.87%	-0.11%
Learning Impairment	124	6.32%	1017	7.23%	-0.91%
Multiple Disabilities	25	1.27%	146	1.04%	0.24%
Orthopedic Impairment	14	0.71%	69	0.49%	0.22%
Other Health Impairment	322	16.40%	2084	14.81%	1.60%
Specific Learning Disability	560	28.53%	4102	29.14%	-0.62%
Speech or Language Impairment	197	10.04%	1677	11.91%	-1.88%
All Other Disabilities***	18	0.92%	85	0.60%	0.31%
Totals	1963	100.00%	14075	100.00%	0.00%
<b>Gender</b>					
Female	661	33.67%	4716	33.51%	0.17%
Male	1302	66.33%	9359	66.49%	-0.17%
Totals	1963	100.00%	14075	100.00%	0.00%
<b>Age</b>					
3 to 5	292	14.88%	1658	11.78%	3.10%
6 to 11	747	38.05%	5135	36.48%	1.57%
12 to 17	830	42.28%	6526	46.37%	-4.08%
18 to 21	94	4.79%	756	5.37%	-0.58%
Totals	1963	100.00%	14075	100.00%	0.00%

\*Over/Under Representation is the percent of respondent children minus the percent of eligible population.

\*\*Non-White includes Hispanic, African American, American Indian or Alaskan Native and Asian or Pacific Islander.

\*\*\*All Other Disabilities Includes: Deaf-Blindness, Traumatic Brain Injury and Visual Impairment.

Table 8.2 shows that, overall, survey respondents' children were quite similar to the overall special education student population in terms of race/ethnicity, disability, gender and age group. With the exception of parents with children receiving services for emotional disturbance and parents whose children were 12 to 17 years of age-- in both cases underrepresented by just over 4 percent-- the differences between respondents' children and all children receiving special education services appears negligible. This suggests that the results of this survey for FFY 2007 (2007 - 2008) are likely to provide a reasonably valid and reliable representation of parents' feelings of being involved in improving their children's special education services.

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Vermont continued to contract with a consultant to collect and help with the analysis of the data for this indicator. Parent addresses were required as a part of the December 1, 2007 child count. One apparent result of this requirement was that the number of valid parent addresses increased by nearly 8% yielding about 150 more valid addresses compared to 2006 - 2007.

Based on suggestions for improving response rates gathered from meetings with Vermont Parent Information Center (VPIC) staff and discussions with Special Education Administrators in 2006 - 2007, the following activities were completed:

- Special Education Administrators were given notice of the impending mailing of the survey and were asked to remind staff to remind parents with whom they have contact to expect the survey.
- The Vermont Department of Education logo was made more prominent on the survey itself and the cover letter more clearly identified that the survey was from the Vermont Department of Education. This was done in response to parent feedback from 2006 - 2007 to address the problem of parents discarding the survey because they did not recognize the out of state address of the survey vendor on the return envelope.
- Vermont Family Network (formerly Vermont Parent Information Center) staff were notified in advance of when the survey would be mailed so that they could notify parents through their website, newsletter and spring trainings that the survey is being mailed soon.
- A public service announcement about the survey was produced and released to coincide with the initial mailing of the survey.
- Information about the survey was provided to surrogate parents and information about the survey was posted on the Vermont Family Network (VFN) website.
- The statewide training on effective IEP meetings was not held during 2007 - 2008. Instead, the Vermont Department of Education is in the process of designing a series of trainings focusing on a range of topics related to IEPs including effective meetings and parent involvement. At this point we are planning a series on training modules that will be available on-line. The first trainings are planned for late spring 2009.
- The Vermont Department of Education is no longer planning to have annual day long trainings on parent involvement. Instead, there will continue to be a focus on supporting VFN work on family involvement through grants and collaborative work. During the reporting period, VFN used funds granted by the DOE to inform, support and educate 1,850 families of infants, toddlers and youth with disabilities to enable them to effectively participate in their children's education, development and transition to adult life.

#### **Progress or Slippage**

Vermont met the target for this indicator. We will continue to work to improve the level of participation in the parent involvement survey and to train parents and educators in ways to conduct IEP meetings that facilitate parent involvement.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator # 1.

## Monitoring Priority: Disproportionality

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services will be the result of inappropriate identification.

**Actual Target Data for FFY 2007: Have not completed starting with yellow....**

0% or 0 of 60 LEAs were determined to have disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification.

Although no LEAs were determined to have disproportionate representation of racial and ethnic groups in special education resulting from inappropriate identification, two LEAs were identified by their submitted Child Count data as having disproportionate representation within their special education population. For a discussion of how Vermont determined that the disproportionate representation of racial and ethnic groups in special education and related services was *not* the result of inappropriate identification, please see the section below titled "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007."

For a complete discussion of the criteria utilized for defining disproportionate representation, please refer to page 74 of the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:****Activities:**

As noted in the baseline data section, two LEAs were determined to have disproportionate representation within the special education population. In one LEA, one non-white race/ethnicity

category was underrepresented (Weighted or Alternate Risk Ratios  $<.33$ ). In the other LEA, one non-white race/ethnicity category was overrepresented (Weighted or Alternate Risk Ratios  $>3.0$ ). To understand if this disproportionate representation of racial and ethnic groups in special education was the result of inappropriate identification the following procedures, based on policies of the State of Vermont Department of Education Student Support Team, were completed:

1. Letters from the Department of Education were sent by the Vermont Department of Education Student Support Monitoring Team (“Monitoring Team”) to the two LEAs alerting them that their submitted Child Count data indicated disproportionate under and/or overrepresentation within their special education population.
2. Copies of files of those students impacted by the disproportionate representation as well as any information regarding LEA policies, procedures and practices were requested from the LEAs for review by the Monitoring Team.
  - a) Review of LEA Student Files: Files of those students impacted were reviewed by the Monitoring Team to verify if inappropriate identification was occurring. Upon review of evaluations conducted within these two LEAs, the Monitoring Team concluded that no students deemed eligible for special education services resulted from inappropriate identification.
  - b) Review of LEA Policies, Procedures and Practices: Policies, procedures and practices that may help to prevent inappropriate identification were examined in each LEA identified with disproportionate representation. Although both LEAs had policies that reflected the use of reliable and valid diagnostic assessments, neither of the LEAs currently had a policy that spoke directly to testing procedures or practices that would have a significant impact on disproportional representation by either race or ethnicity. One of the LEAs is involved in a committee steered by the Vermont Department of Education to help develop policy and guidelines on the referral process for English Language Learners. This committee has been working on recommendations that will be given to the Vermont State Board of Education for adoption and dissemination to all LEAs within the State.

Vermont continues to be one of the least racially and ethnically diverse in the country. Several school districts have much higher rates of diversity than is typical because of an active refugee resettlement program that places families in these communities. At this time these districts do not show disproportionate representation of racial and ethnic groups as a result of inappropriate identification.

A large proportion of the racially and ethnically diverse students in Vermont are English Language Learners (ELL). A consultant from the Vermont DOE Student Support Team has worked with the ELL consultant for the Vermont DOE, staff from the Northeast Regional Resource Center and others to develop guidelines for instruction and evaluation of ELLs. These guidelines were finalized in the spring of 2008.

Several meetings have been held to update the Vermont DOE Student Support Team Director on the progress of the guideline work and other potential projects.

#### **Progress or Slippage:**

The State of Vermont Department of Education has shown continued compliance in meeting the requirements of this indicator through policies and procedures requiring the review of Child Count data, monitoring data and LEA-level policies, practices and procedures as described above. These SEA policies and procedures continue to prevent occurrences of disproportionate over or underrepresentation resulting from inappropriate identification.

#### **Identification and Correction of Noncompliance**

*Note that the timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled “Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR),*

*September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

Those data collected for this indicator for FFY 2007 (July 1, 2007 - June 30, 2008) were obtained from the Vermont Department of Education December 1, 2007 Child Count data collection. This data collection is implemented each December to meet IDEA B 618 reporting requirements. Table 9.1, below, shows the compliance monitoring schedule for this indicator from FFY 2005 through FFY 2010.

**Table 9.1: Compliance Monitoring Schedule APR Indicator 9**

Monitoring Year ("MY")/Source Data Year	# of LEAs Monitored	Data Review/Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2005 (July 1, 2005 - June 30, 2006)	ALL	FFY 2006 (data review)	FFY 2007	February 1, 2009
FFY 2006 (July 1, 2006 - June 30, 2007)	ALL	FFY 2007 (data review)	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	ALL	FFY 2008 (data review)	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	ALL	FFY 2009 (data review)	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	ALL	FFY 2010 (data review)	FFY 2011	February 1, 2013
FFY 2010 (July 1, 2010 - June 30, 2011)	ALL	FFY 2011 (data review)	FFY 2012	February 1, 2014

Table 9.1 shows that for FFY 2005 through FFY 2010, all LEAs have been/will be monitored annually for compliance with this indicator. One characteristic of this statewide compliance monitoring process, as detailed in table 9.1, was and is that it is not feasible for the General Supervision Team to complete the analysis of these monitoring year ("MY") data until the next monitoring year ("MY +1") has started. As a result, the following two rules govern the identification, correction and reporting of noncompliance for this indicator. First, the reviews of those data and the subsequent findings of noncompliance based on those data reviews will not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2".

Note that because there has been *no* noncompliance associated with this indicator since the baseline reporting year (FFY 2005 [July 1, 2005 - June 30, 2006]) and continuing through FFY 2007 (July 1, 2007 - June 30, 2008), there have not been any findings, or corrections of findings within one year to report for this indicator or in Indicator 15. If noncompliance is identified in the future, the identification, correction and reporting of that noncompliance will occur according to the schedule outlined in Table 9.1 and as governed by the rules detailed in the previous paragraph.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: Disproportionality

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories will be the result of inappropriate identification.

**Actual Target Data for FFY 2007:**

0% or 0 of 60 LEAs were determined to have disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification.

No LEAs were identified by their submitted Child Count data as having disproportionate representation of racial and ethnic groups within a specific disability category within their special education population. Therefore, no LEAs were determined to have disproportionate representation of racial and ethnic groups receiving special education services for a specific disability resulting from inappropriate identification.

For a complete discussion of the criteria utilized for defining disproportionate representation, please refer to page 74 of the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

As noted in the baseline data section, no LEAs were determined to have disproportionate representation of racial and ethnic groups receiving services for a specific disability within the special education population. *If* disproportionate over or under representation had been found, the following procedures, based on policies of the State of Vermont Department of Education Student Support Team, would have been completed, to determine if the disproportionate representation was the result of inappropriate identification:

1. Letters from the Department of Education would be sent by the Vermont Department of Education Student Support Monitoring Team (“Monitoring Team”) to alert those LEAs where the submitted Child Count data indicated a disproportionate under and/or overrepresentation in a specific disability category of children receiving special education services by race/ethnicity within their special education population.
2. Copies of files of those students impacted by the disproportionate representation as well as any information regarding LEA policies, procedures and practices would be requested from the LEAs for review by the Monitoring Team.
  - a) Review of LEA Student Files: Files of those students impacted would be reviewed by the Monitoring Team to verify if the disproportionate representation was the result of inappropriate identification.
  - b) Review of LEA Policies, Procedures and Practices: Policies, procedures and practices that may help to prevent inappropriate identification would be examined in each LEA identified with disproportionate representation.

While Vermont’s racial and ethnic diversity is increasing, the state continues to be one of the least diverse in the country. Several school districts have much higher rates of diversity than is typical because of an active refugee resettlement program that places families in these communities. At this time these districts do not show disproportionate representation of racial and ethnic groups as a result of inappropriate representation.

Vermont continues to be one of the least racially and ethnically diverse in the country. Several school districts have much higher rates of diversity than is typical because of an active refugee resettlement program that places families in these communities. At this time these districts do not show disproportionate representation of racial and ethnic groups as a result of inappropriate identification.

A large proportion of the racially and ethnically diverse students in Vermont are English Language Learners (ELL). A consultant from the Vermont DOE Student Support Team has worked with the ELL consultant for the Vermont DOE, staff from the Northeast Regional Resource Center and others to develop guidelines for instruction and evaluation of ELLs. These guidelines were finalized in the spring of 2008.

Several meetings have been held to update the Vermont DOE Student Support Team Director on the progress of the guideline work and other potential projects.

#### **Progress or Slippage:**

The State of Vermont Department of Education has shown continued compliance in meeting the requirements of this indicator through policies and procedures requiring the review of Child Count data, monitoring data and LEA-level policies, practices and procedures as described above. These SEA policies and procedures continue to prevent occurrences of disproportionate over or underrepresentation resulting from inappropriate identification.

#### **Identification and Correction of Noncompliance**

*Note that the timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled “Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR), September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

Those data collected for this indicator for FFY 2007 (July 1, 2007 - June 30, 2008) were obtained from the Vermont Department of Education December 1, 2007 Child Count data collection. This data collection is implemented each December to meet IDEA B 618 reporting requirements. Table 10.1, on the next page, shows the compliance monitoring schedule for this indicator from FFY 2005 through FFY 2010.



**Table 10.1: Compliance Monitoring Schedule APR Indicator 10**

Monitoring Year ("MY")/Source Data Year	# of LEAs Monitored	Data Review/Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2005 (July 1, 2005 - June 30, 2006)	ALL	FFY 2006 (data review)	FFY 2007	February 1, 2009
FFY 2006 (July 1, 2006 - June 30, 2007)	ALL	FFY 2007 (data review)	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	ALL	FFY 2008 (data review)	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	ALL	FFY 2009 (data review)	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	ALL	FFY 2010 (data review)	FFY 2011	February 1, 2013
FFY 2010 (July 1, 2010 - June 30, 2011)	ALL	FFY 2011 (data review)	FFY 2012	February 1, 2014

Table 10.1 shows that for FFY 2005 through FFY 2010, all LEAs have been/will be monitored annually for compliance with this indicator. One characteristic of this statewide compliance monitoring process, as detailed in table 10.1, was and is that it is not feasible for the General Supervision Team to complete the analysis of these monitoring year ("MY") data until the next monitoring year ("MY +1") has started. As a result, the following two rules govern the identification, correction and reporting of noncompliance for this indicator. First, the reviews of those data and the subsequent findings of noncompliance based on those data reviews will not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2".

Note that because there has been *no* noncompliance associated with this indicator since the baseline reporting year (FFY 2005 [July 1, 2005 - June 30, 2006]) and continuing through FFY 2007 (July 1, 2007 - June 30, 2008), there have not been any findings, or corrections of findings within one year to report for this indicator or in Indicator 15. If noncompliance is identified in the future, the identification, correction and reporting of that noncompliance will occur according to the schedule outlined in Table 10.1 and as governed by the rules detailed in the previous paragraph.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1

## Monitoring Priority: Effective General Supervision Part B / Child Find

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.

**Actual Target Data for FFY 2007:**

90.84%, or 486 of 535 children with parental consent to evaluate, were evaluated and eligibility determined within 60 days or the state established extension for exceptional circumstances.

- a. 535 children for whom parental consent to evaluate was received.
- b. 161 children were determined not eligible whose evaluations and eligibility determinations were completed within 60 days or the state established extension for exceptional circumstances.
- c. 325 children were determined eligible whose evaluations and eligibility determinations were completed within 60 days or the state established extension for exceptional circumstances.

The numerator for the calculation is derived from adding 11b., the number of children determined not eligible whose evaluations and eligibility determinations were completed within 60 days or the state established extension for exceptional circumstances, and 11c., the number of children determined eligible whose evaluations and eligibility determinations were completed within 60 days or the state established extension for exceptional circumstances. Therefore, the numerator is the sum of 161 and 325 or 486. The denominator for the calculation is 11a., the number of children for whom parental consent to evaluate was received or 535.

There were 49 children included in 11a. but not included in 11b. or 11c. In these 49 cases, evaluations were completed after the 60 day timeline or state established extension, and were

delayed for non-exceptional circumstances. Completion dates for these cases ranged from 61 to 223 days.

The evaluations were delayed due to non-exceptional circumstances such as vacations, summer/winter recess, lack of staff and evaluations completed by outside (contracted) evaluators.

For detailed definitions of exceptional and non-exceptional circumstances, please see page 85 of the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009; these definitions are unchanged from the revised SPP submitted to OSEP on February 1, 2007.

To obtain these data for FFY 2007 (July 1, 2007 - June 30, 2008), the Vermont Department of Education conducted a desk review of all initial evaluations made during FFY 2007 (July 1, 2007 - June 30, 2008) in 14 of 60 LEAs. FFY 2007 (July 1, 2007 - June 30, 2008) data was reviewed for these LEAs as part of a four year compliance monitoring cycle developed for this indicator during FFY 2006 (July 1, 2006 - June 30, 2007). A complete description of this compliance monitoring cycle is included in the next section, "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007," in the subsection titled: "Identification and Correction of Noncompliance."

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

##### **Activities**

While not reaching the 100% target, Vermont showed continued and meaningful progress on this indicator, improving from 81.78% in FFY 2006 to 90.84% in FFY 2007. The following activities contributed to the state's progress:

- A Vermont Department of Education Student Support Team Newsletter article delivered to all LEAs explained the regulatory requirements associated with this indicator and the importance of compliance.
- A training module addressing the necessity of and regulatory requirements for improving evaluation timeliness was included at "SPED 101" annual trainings for new Special Education Administrators.
- General Supervision Team members worked with two LEA data application providers to improve tracking for this indicator.
- General Supervision Team members developed a self-assessment checklist related to this indicator for LEAs.
- The Vermont Special Education Advisory Council had a full day meeting in November to review SPP/APR progress and outcome data and make recommendations. In addition they received regular updates from the Student Support Team liaison.
- Follow-up visits and/or technical assistance were provided to special education staff at all districts with identified noncompliance leading to development of corrective action plans. The technical assistance involved reviewing LEA specific data regarding the indicator, making plans for correction of noncompliance, and devising a system to track timelines internally to ensure further improvement annually. Additional information, training and/or support were provided to LEAs upon request.
- Public reports of LEA results, including results for this indicator were released in June 2008. A presentation of this information was made at a statewide conference for superintendents and Special Education Administrators. In addition, the information in these reports, including the importance of this indicator, and all compliance indicators, has been shared at meetings with Special Education Administrators in all areas of the state, with the executive board of the Vermont Council of Special Education Administrators and with the Special Education Advisory Council.

**Progress or Slippage**

While not reaching the 100% target, Vermont showed significant and continued progress on this indicator, improving from 81.78% in FFY 2006 (July 1, 2006 - June 30, 2007) to 90.84% in FFY 2007 (July 1, 2007 - June 30, 2008).

**Identification and Correction of Noncompliance**

*Note that the timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled “Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR), September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

To obtain these FFY 2007 (July 1, 2007 - June 30, 2008) data, the Vermont Department of Education conducted a desk review of all initial evaluations that were completed during FFY 2007 (July 1, 2007 - June 30, 2008) in 14 of 60 LEAs from each of four geographic regions of the state – northeast, northwest, central and south.

These data were gathered through a desk review as part of the Vermont Department of Education General Supervision Team’s second year implementation (the first year was FFY 2006) of a four-year compliance monitoring cycle specific to indicators 11 and 13<sup>6</sup>. Note that prior to the implementation of this new compliance monitoring cycle for these indicators, that is the FFY 2005 (July 1, 2005 - June 30, 2007) baseline data year, these data were collected on-site from 10 LEAs as part of the previous compliance monitoring cycle. This new compliance monitoring cycle for Indicators 11 and 13 was developed to capture those required data for indicators 11 and 13 from every LEA in the state over a four-year time period and is being implemented based on Vermont’s best efforts to comply with OSEP’s ongoing guidance surrounding the identification of noncompliance, the correction of noncompliance, and reporting of non-compliance in the Annual Performance Report. Resources consulted in the decision-making process leading to the implementation of this system included but were not limited to: SEA staff attendance at Part B Data Manager’s Meetings, National Accountability Conferences and OSEP Leadership Conferences, technical assistance from regional OSEP T/A representatives, technical assistance from the Northeast Regional Resource Center, and technical assistance from the National Center for Special Education Accountability Monitoring (NCSEAM). Table 11.1, on the next page, shows the compliance monitoring schedule, as implemented across the two monitoring cycles, for indicators 11 and 13 from FFY 2005 through FFY 2009.

---

<sup>6</sup> Note that compliance monitoring activities for Indicators 4a, 9, 10 and 12 are completed for every LEA in Vermont each year based on the review of the appropriate data sources and as described for each of these indicators in this FFY 2007 Annual Performance Report submitted to OSEP on February 1, 2009 in the “Progress and Slippage” section for each of the individual indicators and in Indicator 15

**Table 11.1: Compliance Monitoring Schedule APR Indicators 11 and 13**

Monitoring Year ("MY")/Source Data Year	# of LEAs Monitored	Data Review/Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2005 (BASELINE) (July 1, 2005 - June 30, 2006)	10	FFY 2005 (on-site)	FFY 2006	February 1, 2008
Transition from on-site to desk review monitoring process for these Indicators occurred during FFY 2005 and FFY 2006				
FFY 2006 (July 1, 2006 - June 30, 2007)	17	FFY 2007 (desk review)	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	14	FFY 2008 (desk review)	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	15	FFY 2009 (desk review)	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	14	FFY 2010 (desk review)	FFY 2011	February 1, 2013

Table 11.1 shows that for the FFY 2005 (July 1, 2005 - June 30, 2006) monitoring year, data were reviewed and findings of noncompliance made, as part of the on-site visits that occurred within that year. As reported in the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008 for this indicator and in indicator 15, and as acknowledged in the Vermont Part B FFY 2006 SPP/APR Response Table, those findings associated with these FFY 2005 monitoring activities were appropriately corrected within one year.

For FFY 2006 through FFY 2009, table 11.1 shows the number of LEAs that have been or will be monitored through desk reviews, for indicators 11 and 13. LEAs in the Table 11.1 monitoring schedule have been selected to adequately represent the four primary geographic regions of the state within each of the four years; all 60 LEAs in Vermont will have been monitored for compliance on indicators 11 and 13 using this schedule through FFY 2009 (July 1, 2009 - June 30, 2010).

One characteristic of this desk review compliance monitoring process, as detailed in table 11.1, was and is that the General Supervision Team does not and will not receive any of these data for the initial monitoring year ("MY") being analyzed for these indicators until the next monitoring year ("MY +1") has started. As a result, the following two rules will govern the identification, correction and reporting of noncompliance for Indicators 11 and 13. First, the review of those data and the subsequent findings of noncompliance based on those data reviews do not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2". A narrative summary of the identification, correction and reporting of non-noncompliance for this indicator in the context of these rules, follows for FFY 2007 and FFY 2006, where each baseline monitoring year is denoted as "MY."

FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") data, were received throughout the fall of 2008 for this indicator from 14 LEAs. The analysis of these data, completed in December of 2008 ("MY +1"), revealed that 90.84%, or 486 of 535 children with parental consent to evaluate, were evaluated and eligibility determined within 60 days or the state established extension for exceptional circumstances. The Vermont Department of Education Student Support General Supervision Team will issue the findings, not yet complete as of February 1, 2009, related to this noncompliance in March of 2009. Note that these findings will fall within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period ("MY + 1"). Consequently, the *end* of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2009 (July 1, 2009 - June 30, 2010) reporting period ("MY +2"). Therefore, the status of the correction of findings made in FFY 2008 (July 1, 2008 - June 30, 2009) ("MY +1") based on those data reported on for this indicator in the FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") Annual

Performance Report delivered to OSEP on February 1, 2009, will be reported on in this Indicator and Indicator 15 of the FFY 2009 (July 1, 2009 - June 30, 2010) ("MY +2") Annual Performance Report deliverable to OSEP on February 1, 2011.

FFY 2006 (July 1, 2006 - June 30, 2007) ("MY") data, were received throughout the fall of 2007 for this indicator from 17 LEAs. The analysis of these data, completed in January of 2008 ("MY +1"), revealed that 81.78%, or 642 of 785 children with parental consent to evaluate, were evaluated and eligibility determined within 60 days or the state established extension for exceptional circumstances. As a result of the review of these data, 17 findings of noncompliance were made in the months of April and May of 2008, one for each monitored LEA. Note that these findings fall within the FFY 2007 (July 1, 2007 - June 30, 2008) reporting period ("MY + 1"). The total number of findings, defined as a written notification from the SEA to an LEA that there is noncompliance, is less than the 143 individual student-level instances of noncompliance reported in the Indicator for FFY 2006 because multiple cases of individual student-level noncompliance were present in each LEA. The end of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period ("MY +2"). Therefore, the status of the correction of findings made in FFY 2007 (July 1, 2007 - June 30, 2008) ("MY +1") based on those data reported on for this indicator in the FFY 2006 (July 1, 2006 - June 30, 2007) ("MY") Annual Performance Report delivered to OSEP on February 1, 2008, will be reported on in this Indicator and Indicator 15 of the FFY 2008 (July 1, 2008 - June 30, 2009) ("MY +2") Annual Performance Report deliverable to OSEP on February 1, 2010.

FFY 2005 (July 1, 2005 - June 30, 2006) monitoring year data, as noted above, were reviewed and findings of noncompliance made, as part of the on-site visits that occurred within that year. As reported in the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008 for this indicator and in indicator 15, and as acknowledged in the Vermont Part B FFY 2006 SPP/APR Response Table, those findings associated with these FFY 2005 monitoring activities were appropriately corrected within one year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time. Vermont continues to make significant strides on this indicator and we expect to see continued annual improvement based on those activities currently being implemented as described in the State Performance Plan.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1

Staff from the Early Education Workgroup assisted in collecting data and developing content for this indicator.

## Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b)] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Children served by Part C who are eligible for Part B will have IEPs developed and implemented by their third birthdays 100% of the time.

**Actual Target Data for FFY 2007:**

99.27% or 410 of 413 children statewide who were referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed and implemented by their third birthdays. Note that 300.301(d) exceptions have been factored out from both the numerator and denominator in this calculation as suggested by the U.S. Department of Education Office of Special Education Programs in the October 15, 2008 "Part B State Performance Plan and Annual Performance Report Indicator Support Grid"<sup>7</sup>. A complete explanation of the numerator and the denominator used in this calculation follows on the next page.

<sup>7</sup> The 300.301(d) exception is met when "the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or a child enrolls in a school of another public agency after the relevant timeframe...and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under § 300.8." From Federal Register 34 CFR Parts 300 and 301. The Part B State Performance Plan and Annual Performance Report Indicator Support Grid was available as of January 15, 2009 at: <http://spp-apr-calendar.rfcnetwork.org/explorer/view/id/417/?3#category3>

## Measure Summary:

- a. 458 children who were served in Part C were referred for eligibility determination.
- b. 21 children who were served in Part C were determined to be NOT eligible and were determined to be so prior to their third birthdays.
- c. 410 children who were referred from Part C and found eligible for Part B had an IEP developed and implemented by their third birthdays.
- d. 24 children for whom parent refusal to provide consent caused delays in evaluation or initial services.

The numerator for the calculation, 410, is the same as 12c., children who were referred from Part C and found eligible for Part B and had an IEP developed and implemented by their third birthdays.

The denominator for the calculation, 413, was derived from subtracting 12b., 21 children served in part C who were determined not eligible and 12d., 24 children for whom parent refusal or failure to provide consent or produce the child caused delays, from 12a., the 458 children referred from Part C for Part B eligibility determination  $((458 - 21 - 24) = 413)$ .

Of the 458 children reported in 12a. as children who were served in Part C and were referred for eligibility determination, there were a total of 3 children that were not accounted for in 12b., 12c. or 12d. These were 3 children eligible for an IEP for whom an IEP was *not* developed and implemented by age 3 when parent refusal or failure to provide consent or produce the child for evaluation was *not* a factor in the delay.

The time of the delays in not developing an IEP ranged from 13 to 18 days. Reasons for the delays included untimely record transfers and/or notification between local agencies regarding children eligible for services who needed an IEP in place by their third birthday and student moves between LEAs that did not meet the standard of the exception provide for in 300.301(d), but did lead to delays in developing or implementing an IEP.

In FFY 2007 (2007 - 2008), Vermont did not meet the measurable and rigorous target of 100% of children served by Part C who are eligible for Part B having IEPs developed and implemented by their third birthdays. However, when compared to the 65% reported for FFY 2004 (2004 - 2005), 86.44% reported in FFY 2005 (2005 - 2006) and 97.33% in FFY 2006 (2006 - 2007) it is clear that there have been outstanding and continuous improvements made towards the 100% target. Most of this improvement can be attributed to an improved data collection and data verification process and the intensive system-wide level of technical assistance implemented to improve compliance with this indicator.

To obtain these data for FFY 2007 (July 1, 2007 - June 30, 2008), the Vermont Department of Education conducted a statewide information collection of every child served in Part C who was referred for a Part B eligibility determination during FFY 2007 (July 1, 2007 - June 30, 2008) in each of 60 LEAs. FFY 2007 (July 1, 2007 - June 30, 2008) data was reviewed for every LEA in the state as part of ongoing system-wide compliance monitoring efforts developed for this indicator during FFY 2005 (July 1, 2006 - June, 30, 2007). A complete description of this compliance monitoring system is included in the next section, "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007," in the subsection titled: "Identification and Correction of Noncompliance."

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

#### **Activities**

A number of technical assistance and policy related activities were completed in FFY 2007 (July 1, 2007 - June 30, 2008) in order to increase the percentage of children who were served in Part C, found eligible for Part B services, and who had an IEP developed and implemented by their third birthdays:



- The Vermont Department of Education and Vermont Agency of Human Services completed and submitted the Part C-B Interagency Agreement to OSEP on 06/29/06. This agreement was revised on 04/17/07. This document was disseminated to LEAs and local Early Intervention Programs (EIPs). The document clarifies both state and local agency roles and responsibilities to ensure a smooth and effective transition for children who exit Part C and enter Part B.
- A new Part C to B transition data collection and verification form was developed and implemented on 07/01/07. This form was completed by each LEA on all children who transitioned from Vermont's Part C program to their local Essential Early Education program in FFY 2007 (July 1, 2007 - June 30, 2008).
- The Vermont Department of Education collaborated with the Vermont Parent Information Center (VPIC), now the Vermont Family Network (VFN), to develop and disseminate information and training to families and providers on Part C to Part B transition (e.g., use of "Stepping Stones" and "Moving On" materials). Regional workshops for families and providers were offered and facilitated by consultants from Vermont's Part C program and the Department of Education's Early Education Team.
- The requirement that children transitioning from Part C to Part B need to have an IEP developed and implemented by their third birthday was explained and reiterated at annual statewide Essential Early Education (EEE) conferences, EEE orientation training, and in the technical assistance provided to specific EEE programs. In addition, in collaboration with our state Part C program and the Northeast Regional Resource Center staff, a statewide C to B Transition Conference was held on March 27, 2007. The conference identified best practices in transition and clarified the specific roles and responsibilities each LEA and EIP entity has. The conference information reached over 165 local providers. Materials were posted and remain on the Department of Education and Agency of Human Services/Part C websites. This conference provided a strong foundation for analyzing and offering the necessary training and technical assistance support to LEAs and Early Intervention Programs (EIPs) in efforts to improve compliance for both Part C and for Part B-619 throughout FFY 2007 (July 1, 2007 - June 30, 2008).
- The joint effort between Part C and Part B-619 program staff ("the interagency transition team") and the technical assistance agreement with the Northeast Regional Resource Center (NERRC) continued. This effort can be directly linked to statewide improvements in Part C to B transition compliance indicators for Part B and Part C as well as overall best practices being implemented in the field. Vermont Parts C and B-619 staff sought evidence-based resources, strategies and activities to improve understanding, documentation and practices associated with successful transitions of children from Part C to Part B-619. The interagency transition team tapped national, state and local technical assistance resources such as National Early Childhood Transition Center (NECTAC); Vermont Family Network; and national conference calls specific to this indicator (NECTAC). These resources supported the development of a jointly tailored statewide "triage" and "wellness" plan.
- The interagency transition team targeted four LEAs and their respective Early Intervention Programs (EIPs) to receive joint, on-site, intensified technical assistance. In addition, two LEAs and their respective EIPs requested on-site technical assistance from the interagency transition team. Prior to the six on-site visits, the interagency transition team requested an on-line survey be completed by LEAs and EIPs in order for the team to collect relevant information on current transition practices and regional partnerships between LEAs and EIPs. The results of the on-line survey assisted the team in identifying local contributing factors and provided the necessary framework to customize the on-site visits and supported the regional teams in the development of a common local C to B transition action plan and necessary improvement activities.

- The interagency transition team continues to engage in efforts to maintain compliance and enhance transition planning for all LEAs and EIPs, including further policy guidance on late referral from C to B and clarification to all transition requirements.

**Progress or Slippage**

As a consequence of clearer policies, technical assistance to the field, improved data collection and data verification processes, Vermont has shown that for FFY 2007 (2007 - 2008), 99.27% of all children who were served in Part C and referred for Part B services had an IEP developed and implemented by their third birthday. Although this percentage falls short of the required 100%, Vermont has shown continued, sustainable and dramatic progress on this indicator, improving from 97.33% in FFY 2006 (2006 - 2007), and 86.44% in FFY 2005 (2005 - 2006).

**Identification and Correction of Noncompliance**

*Note that the timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled "Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR), September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

To obtain these data for FFY 2007 (July 1, 2007 - June 30, 2008), the Vermont Department of Education conducted a statewide information collection in each LEA of every child who was served in Part C and who was referred for a Part B eligibility determination during FFY 2007 (July 1, 2007 - June 30, 2008).

These FFY 2007 (July 1, 2007 - June 30, 2008) data were then reviewed for compliance as part of ongoing system-wide compliance monitoring efforts. Table 12.1, on the next page, shows the compliance monitoring schedule for this indicator from FFY 2004 through FFY 2010.

**Table 12.1: Compliance Monitoring Schedule APR Indicator 12**

Monitoring Year ("MY")/Source Data Year	# of LEAs Monitored	Data Review/Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2004 (July 1, 2005 - June 30, 2006)	ALL	FFY 2005 (data review)	FFY 2006	February 1, 2008
FFY 2005 (July 1, 2005 - June 30, 2006)	ALL	FFY 2006 (data review)	FFY 2007	February 1, 2009
FFY 2006 (July 1, 2006 - June 30, 2007)	ALL	FFY 2007 (data review)	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	ALL	FFY 2008 (data review)	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	ALL	FFY 2009 (data review)	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	ALL	FFY 2010 (data review)	FFY 2011	February 1, 2013
FFY 2010 (July 1, 2010 - June 30, 2011)	ALL	FFY 2011 (data review)	FFY 2012	February 1, 2014

Table 12.1 shows that for FFY 2004 through FFY 2010, all LEAs are monitored annually for compliance with this indicator. One characteristic of this statewide compliance monitoring process, as detailed in table 12.1, was and is that the General Supervision Team does not and will not receive any of these data for the initial monitoring year ("MY") being analyzed for these indicators until the next monitoring year ("MY +1") has started. As a result, the following two rules will govern the identification, correction and reporting of noncompliance for this indicator. First, the review of those data and the subsequent findings of noncompliance based on those data reviews do not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2". A narrative summary of the identification, correction and reporting of non-noncompliance for this indicator in the context of these rules, follows for FFY 2007 and FFY 2006, where each baseline monitoring year is denoted as "MY." The narrative concludes with a brief review of previously reported information for FFY 2005 (July 1, 2005 - June 30, 2006) and FFY 2004 (July 1, 2004 - June 30, 2005) in the context of these rules and this compliance monitoring schedule.

FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") data, were received throughout the summer of 2008 for this indicator from *all* LEAs. The analysis of these data, completed in December of 2008 ("MY +1"), revealed that 99.27% or 410 of 413 children statewide who were referred by Part C prior to age 3 who were found eligible for Part B had an IEP developed and implemented by their third birthdays. The Vermont Department of Education Student Support General Supervision Team will issue the findings, not yet complete as of February 1, 2009, related to this noncompliance in March of 2009. Note that these findings will fall within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period ("MY + 1"). Consequently, the *end* of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance (3 total, in two LEAs) have been corrected, is within the FFY 2009 (July 1, 2009 - June 30, 2010) reporting period ("MY +2") [Note: the Vermont Department of Education has already verified in each of the three cases of student level noncompliance that the noncompliance was corrected or that the child is no longer in a Part B early education program]. Therefore, the status of the correction of findings made in FFY 2008 (July 1, 2008 - June 30, 2009) ("MY +1") based on those data reported on for this indicator in the FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") Annual Performance Report delivered to OSEP on

February 1, 2009, will be reported on in this Indicator and Indicator 15 of the FFY 2009 (July 1, 2009 - June 30, 2010) ("MY +2") Annual Performance Report deliverable to OSEP on February 1, 2011.

FFY 2006 (July 1, 2006 - June 30, 2007) ("MY") data, were received in the fall of 2007 for this indicator from all LEAs. The analysis of these data, completed in January of 2008 ("MY +1"), revealed that 97.33%, or 365 of 375 children with parental consent to evaluate, were evaluated and eligibility determined within 60 days or the state established extension for exceptional circumstances. As a result of the review of these data, 10 individual instances of noncompliance across 9 LEAs were identified. Based on this noncompliance, 4 findings of noncompliance were issued to 4 LEAs in the months of April and May of 2008. Note that these findings fall within the FFY 2007 (July 1, 2007 - June 30, 2008) reporting period ("MY + 1"). The end of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period ("MY +2") [Note: the Vermont Department of Education has already verified in each of the ten cases of student level noncompliance that the individual student-level noncompliance was corrected or that the child is no longer in a Part B early education program]. Therefore, the status of the correction of those findings made in FFY 2007 (July 1, 2007 - June 30, 2008) ("MY +1") based on those data reported on for this indicator in the FFY 2006 (July 1, 2006 - June 30, 2007) ("MY") Annual Performance Report delivered to OSEP on February 1, 2008, will be reported on in this Indicator and Indicator 15 of the FFY 2008 (July 1, 2008 - June 30, 2009) ("MY +2") Annual Performance Report deliverable to OSEP on February 1, 2010.

In reporting on the identification, correction and reporting of noncompliance from FFY 2006 as described in the previous paragraph, the Vermont Department of Education is now aware that, based on OSEP guidance not received until the summer and early fall of 2008 (NAC/Leadership/Part B Data Manager meetings) and in the Vermont Part B FFY 2006 SPP/APR Response Table delivered in June of 2008, 9 findings should have been made for this indicator, one for each LEA where there was individual student-level noncompliance during the 2006 - 2007 year. However, only 4 were made. The remaining 5 LEAs where noncompliance was identified received targeted technical assistance to ensure that any individual level noncompliance was corrected and that systematic noncompliance ceased. It is important to note that there are no individual student-level instances of noncompliance remaining from FFY 2006 in any LEA as a result of these efforts. The effectiveness of these activities is also evident in the continued improvement demonstrated on this indicator (over 99% system-wide compliance). To rectify this issue, beginning with the analysis, identification and correction process described above for FFY 2007 (July 1, 2007 - June 30, 2008), and continuing through the duration of the State Performance Plan, any LEA with any student level noncompliance will result in a finding of noncompliance (multiple student-level findings of noncompliance in one LEA will result in one LEA finding) associated with this indicator. The reporting of the correction of that noncompliance for this indicator and in Indicator 15 will occur in the appropriate time period as shown in table 12.1.

Regarding FFY 2004 and 2005, please note that as described in the FFY 2006 (July 1, 2006 - June 30, 2007) Annual Performance Report submitted to OSEP on February 1, 2008 and as acknowledged in the Vermont Part B FFY 2006 SPP/APR Response Table, Vermont implemented a statewide technical assistance program to address noncompliance identified in FFY 2004 (July 1, 2004 - June 30, 2005) and FFY 2005 (July 1, 2005 - June 30, 2006). Vermont further noted that in the context of the success of this statewide approach, no findings of noncompliance were made to particular LEAs for this indicator for these time periods. Vermont further reported that since no LEA level findings of noncompliance were made for FFY 2004 (July 1, 2004 - June 30, 2005) and FFY 2005 (July 1, 2005 - June 30, 2006), there was no reporting on the correction of LEA-level non-compliance for those years, but that no individual instance of noncompliance remained, either because the noncompliance was corrected or the child was no longer in a Part B early education program. Therefore, there is no FFY 2005 (July 1, 2005 - June 30, 2006) correction of noncompliance to report in Indicator 15 of this Annual Performance Report per the compliance monitoring schedule illustrated in table 12.1.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator # 1.

## Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

## Actual Target Data for FFY 2007:

54.08% or 371 of 686 youth had an IEP that included coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

To obtain these data for FFY 2007 (July 1, 2007 - June 30, 2008), the Vermont Department of Education conducted a desk review of all IEPs of youth age 16 and above completed during FFY 2007 (July 1, 2007 - June 30, 2008) in 14 of 60 LEAs. FFY 2007 (July 1, 2007 - June 30, 2008) data was reviewed for these LEAs as part of a four year compliance monitoring cycle developed for this indicator during FFY 2006 (July 1, 2006 - June, 30, 2007). A complete description of this compliance monitoring cycle is included in the next section, "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007," in the subsection titled: "Identification and Correction of Noncompliance."

Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

## Activities

While not reaching the 100% target, Vermont showed continued and substantial progress on this indicator, improving from 34.54% in FFY 2006 to 54.08% in FFY 2007. The following activities contributed to the state's progress:

- Online courses in secondary transition were developed in collaboration with the Transition Coalition at the University of Kansas.

- An electronic Community of Practice (CoP) was developed in collaboration with the Training and Resources for Interdisciplinary Professionals Serving Children and Youth (TRIPSCY) at the University of Vermont. This CoP focused on professional development content for educators, families, students and community employment personnel. The TRIPSCY website is at: <http://www.uvm.edu/~cdci/tripscy/?Page=about.html>
- On-line professional development resources were also developed in collaboration with TRIPSCY that are available 24/7 to interested transition interagency stakeholders at <http://www.uvm.edu/~cdci/tripscy/?Page=about.html>
- Representatives of the Vermont Department of Education Student Support Team General Supervision Team in conjunction with Vermont Department of Education Transition Resource Consultants continued targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13 (post-secondary transition planning contained within IEPs for youth aged 16 and above).
- A statewide annual conference was conducted with interagency partners focusing on community employment and post-secondary education.
- Access to the Vermont Parent Training and Information Center (VPIC), now the Vermont Family Network (VFN), annual College Fair was enhanced by Vermont Department of Education secondary transition staff.
- A training module addressing the necessity of and regulatory requirements associated with improving post-secondary transition planning was included at "SPED 101" annual trainings for new Special Education Administrators.
- General Supervision Team members worked with two LEA data application providers to improve tracking for this indicator.
- General Supervision Team members developed a self-assessment checklist related to this indicator for LEAs.
- The Vermont Special Education Advisory Council had a full day meeting in November to review SPP/APR progress and outcome data and make recommendations. In addition they received regular updates from the Student Support Team liaison.
- Follow-up visits and/or technical assistance were provided to special education staff at all districts with identified noncompliance leading to development of corrective action plans. The technical assistance involved reviewing LEA specific data regarding the indicator, making plans for correction of noncompliance, and devising a system to track timelines internally to ensure further improvement annually. Additional information, training and/or support were provided to LEAs upon request.
- Public reports of LEA results, including results for this indicator were released in June 2008. A presentation of this information was made at a statewide conference for superintendents and Special Education Administrators. In addition, the information in these reports, including the importance of this indicator, and all compliance indicators, has been shared at meetings with Special Education Administrators in all areas of the state, with the executive board of the Vermont Council of Special Education Administrators and with the Special Education Advisory Council.

### Progress or Slippage

While not reaching the 100% target, Vermont showed continued progress on this indicator, improving from 34.54% in FFY 2006 (July 1, 2006 - June 30, 2007) to 54.08% in FFY 2007 (July 1, 2007 - June 30, 2008). Due to the increased awareness of schools and parents regarding transition requirements and the targeted technical assistance provided by the Vermont Department of Education, we expect to see continued improvement annually in this indicator.

**Identification and Correction of Noncompliance**

*Note that the timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled “Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR), September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

To obtain these FFY 2007 (July 1, 2007 - June 30, 2008) data, the Vermont Department of Education conducted a desk review of all initial evaluations that were completed during FFY 2007 (July 1, 2007 - June 30, 2008) in 14 of 60 LEAs from each of four geographic regions of the state – northeast, northwest, central and south.

These data were gathered through a desk review as part of the Vermont Department of Education General Supervision Team's second year implementation (the first year was FFY 2006) of a four-year compliance monitoring cycle specific to indicators 11 and 13<sup>8</sup>. Note that prior to the implementation of this new compliance monitoring cycle for these indicators, that is the FFY 2005 (July 1, 2005 - June 30, 2007) baseline data year, these data were collected on-site from 10 LEAs as part of the previous compliance monitoring cycle. This new compliance monitoring cycle for Indicators 11 and 13 was developed to capture those required data for indicators 11 and 13 from every LEA in the state over a four-year time period and is being implemented based on Vermont's best efforts to comply with OSEP's ongoing guidance surrounding the identification of noncompliance, the correction of noncompliance, and reporting of non-compliance in the Annual Performance Report. Resources consulted in the decision-making process leading to the implementation of this system included but were not limited to: SEA staff attendance at Part B Data Manager's Meetings, National Accountability Conferences and OSEP Leadership Conferences, technical assistance from regional OSEP T/A representatives, technical assistance from the Northeast Regional Resource Center, and technical assistance from the National Center for Special Education Accountability Monitoring (NCSEAM). Table 13.1, below, shows the compliance monitoring schedule, as implemented across the two monitoring cycles, for indicators 11 and 13 from FFY 2005 through FFY 2009.

**Table 13.1: Compliance Monitoring Schedule APR Indicators 11 and 13**

Monitoring Year ("MY")/Source Data Year	# of LEAs Monitored	Data Review/Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2005 (BASELINE) (July 1, 2005 - June 30, 2006)	10	FFY 2005 (on-site)	FFY 2006	February 1, 2008
Transition from on-site to desk review monitoring process for these Indicators occurred during FFY 2005 and FFY 2006				
FFY 2006 (July 1, 2006 - June 30, 2007)	17	FFY 2007 (desk review)	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	14	FFY 2008 (desk review)	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	15	FFY 2009 (desk review)	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	14	FFY 2010 (desk review)	FFY 2011	February 1, 2013

<sup>8</sup> Note that compliance monitoring activities for Indicators 4a, 9, 10 and 12 are completed for every LEA in Vermont each year based on the review of the appropriate data sources and as described for each of these indicators in this FFY 2007 Annual Performance Report submitted to OSEP on February 1, 2009 in the "Progress and Slippage" section for each of the individual indicators and in Indicator 15

Table 13.1 shows that for the FFY 2005 (July 1, 2005 - June 30, 2006) monitoring year, data were reviewed and findings of noncompliance made, as part of the on-site visits that occurred within that year. As reported in the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008 for this indicator and in indicator 15, and as acknowledged in the Vermont Part B FFY 2006 SPP/APR Response Table, those findings associated with these FFY 2005 monitoring activities were appropriately corrected within one year.

For FFY 2006 through FFY 2009, table 13.1 shows the number of LEAs that have been or will be monitored through desk reviews, for indicators 11 and 13. LEAs in the Table 13.1 monitoring schedule have been selected to adequately represent the four primary geographic regions of the state within each of the four years; all 60 LEAs in Vermont will have been monitored for compliance on indicators 11 and 13 using this schedule through FFY 2009 (July 1, 2009 - June 30, 2010).

One characteristic of this desk review compliance monitoring process, as detailed in table 13.1, was and is that the General Supervision Team does not and will not receive any of these data for the initial monitoring year ("MY") being analyzed for these indicators until the next monitoring year ("MY +1") has started. As a result, the following two rules will govern the identification, correction and reporting of noncompliance for Indicators 11 and 13. First, the review of those data and the subsequent findings of noncompliance based on those data reviews do not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2". A narrative summary of the identification, correction and reporting of non-noncompliance for this indicator in the context of these rules, follows for FFY 2007 and FFY 2006, where each baseline monitoring year is denoted as "MY."

FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") data, were received throughout the fall of 2008 for this indicator from 14 LEAs. The analysis of these data, completed in December of 2008 ("MY +1"), revealed that 54.08% or 371 of 686 youth had an IEP that included coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. The Vermont Department of Education Student Support General Supervision Team will issue the findings, not yet complete as of February 1, 2009, related to this noncompliance in March of 2009. Note that these findings will fall within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period ("MY + 1"). Consequently, the end of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2009 (July 1, 2009 - June 30, 2010) reporting period ("MY +2"). Therefore, the status of the correction of findings made in FFY 2008 (July 1, 2008 - June 30, 2009) ("MY +1") based on those data reported on for this indicator in the FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") Annual Performance Report delivered to OSEP on February 1, 2009, will be reported on in this Indicator and Indicator 15 of the FFY 2009 (July 1, 2009 - June 30, 2010) ("MY +2") Annual Performance Report deliverable to OSEP on February 1, 2011.

FFY 2006 (July 1, 2006 - June 30, 2007) ("MY") data, were received throughout the fall of 2007 for this indicator from 17 LEAs. The analysis of these data completed in January of 2008 ("MY +1"), revealed that 34.54%, or 324 of 938 youth age 16 and above had an IEP that included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet their post-secondary goals. As a result of the review of these data, 17 findings of noncompliance were made, one for each monitored LEA, in the months of April and May of 2008. Note that these findings fall within the FFY 2007 (July 1, 2007 - June 30, 2008) reporting period ("MY + 1"). The total number of findings, defined as a written notification from the SEA to an LEA that there is noncompliance, is less than the 614 individual student-level instances of noncompliance reported in the Indicator for FFY 2006 because multiple cases of individual student-level noncompliance were present in each LEA. The end of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period ("MY +2"). Therefore, the status of the correction of findings made in FFY 2007 (July 1, 2007 - June 30, 2008) ("MY +1") based on those data reported on for this indicator in the FFY 2006 (July 1, 2006 - June 30, 2007) ("MY") Annual Performance Report delivered to OSEP on February 1, 2008, will be reported on in this Indicator and Indicator 15 of the FFY 2008 (July 1, 2008 - June 30, 2009) ("MY +2") Annual Performance Report deliverable to OSEP on February 1, 2010.



FFY 2005 (July 1, 2005 - June 30, 2006) monitoring year data, as noted above, were reviewed and findings of noncompliance made, as part of the on-site visits that occurred within that year. As reported in the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008 for this indicator and in indicator 15, and as acknowledged in the Vermont Part B FFY 2006 SPP/APR Response Table, those findings associated with these FFY 2005 monitoring activities were appropriately corrected within one year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No additional revisions to the improvement activities are planned at this time. The substantive revisions made to FFY 2007 - FFY 2010 improvement activities per the FFY 2006 Annual Performance Report submitted to OSEP with the revised FFY 2005 State Performance Plan on February 1, 2008 continue to be implemented as noted above in "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007," in the subsection titled: "Activities." Vermont expects that an increased awareness by school staff, community based inter-agency partners and parents regarding transition requirements combined with an ongoing focus on targeted technical assistance and high-quality professional development will continue to lead to substantive annual improvement.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator # 1

## Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $\left[ \frac{\text{(\# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school)}}{\text{(\# of youth assessed who had IEPs and are no longer in secondary school)}} \right] \times 100$ .

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	The percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school will increase to 88%.

**Actual Target Data for FFY 2007:**

87.36% or 228 of 261 of all responding youths who had IEPs and were no longer in secondary school were competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. This is virtually no change from 87.37% reported in the FFY 2006 (2006 - 2007) Annual Performance Report and falls just short of the FFY 2007 (2007 - 2008) State Performance Plan target of 88%.

*Note: Attachment 3, beginning on page 106 of this document, contains a copy of the survey utilized for this indicator. There was no change in the survey instrument from the previous year.*

Discussion of Actual Target Data

The post-secondary survey utilized to gather these data, now being implemented for the second year, was administered to all of those special education students who exited during the 2006 - 2007 school year (FFY 2005) (a 'census' of 893). The results show that a large percentage of respondents are able to find competitive employment and work opportunities after leaving school. An analysis of response rates and representative nature of respondents when compared to the overall population, detailed below, suggests that these outcomes may also be present in the overall population of special education students in grades 9 - 12 who exited school during the 2006 - 2007 year.

The revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009, beginning on page 102, contains a complete discussion of the implementation methodology of the survey, definitions of "exiting" students and definitions of "competitive employment" and "post-secondary school."

*Eligible Student Population and Response Rates*

There were a total of 893 Vermont students in grades 9, 10, 11 and 12 (a 'census' of 893 for the 2006 - 2007 school year) who had IEPs and who completed school during the prior school year (e.g. July 1, 2006 through June 30, 2007), reached maximum age in the prior school year or dropped out during the prior school year.

Following the survey implementation procedures outlined on page 102 of the revised FFY 2005 State Performance Plan submitted to OSEP on February 1, 2009 in the "Overview of Issue/Description of System or Process" section, Vermont Department of Education Student Support Team staff began making phone calls in mid-May 2008 to all eligible students. Attempts were made to contact each student a minimum of three times, with all calls being completed by September 2008. The overall response rate resulting from this contact methodology was 29.22% or 261 of 893 former students. This is a decrease of just over 3.5% from the first year implementation.

As also occurred during the first year of the post-secondary survey implementation, a significant barrier to increasing response rates in the second year implementation (this implementation) was the lack of valid contact information: 44.79% or 400 of 893 phone numbers received were disconnected (173), the wrong number (149) or not provided by LEAs (78). Phone numbers were collected during a one time stand-alone collection in March 2008, leading up to the beginning of phone calls in May. A similar phone number collection methodology was utilized in the first year implementation with similar success.

In an attempt to obtain better contact information for the third year implementation (as will be reported in the FFY 2007 (2007 - 2008) Annual Performance Report submitted to OSEP on February 1, 2010, LEAs will be required to provide and/or verify contact information on up to three separate occasions. The first and second collections of phone numbers have already occurred as a part of the December 1, 2007 Child Count and June 30, 2008 Exiting Child Count data collections. LEA submissions of Child Count data were not accepted without the inclusion of phone contact information for every student. A third round phone number verification report will be prepared and delivered to LEAs in the spring of 2009 immediately before the Vermont Department of Education Student Support Team representatives begin making phone calls for the third year PSS implementation.

Continued attempts at increasing the validity of phone numbers, if successful, should increase the overall response rate for the survey: for those students for whom the Department had valid contact information during this implementation, 261 of 493 or nearly 53% completed the survey.

*Survey Respondent Characteristics Compared to All Students Eligible for Survey*

To understand if the 261 survey responders were representative of the eligible exiting student population, demographic characteristics of respondents were compared to those characteristics of the entire population eligible for the survey. Table 14.1, on the next page, contains the numbers and percentages of respondents and the entire eligible population in race/ethnicity, gender, disability category and exit reason categories.

Note that some individual cells in Figure 14.1 have been suppressed (e.g. "\*\*\*\*") or approximated (e.g. "<5%") to avoid reporting discrete identifying student characteristics: the Vermont Department of Education "small 'n' rule" prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than 11. One result of this rule is that any cell containing < 11 records is automatically suppressed. Another result of this rule is that a cell may be suppressed containing > 11 records if not suppressing that cell would allow for the calculation of the number of records in another individual cell containing fewer than 11 records. A hypothetical example: If the sum of two cells is 100 and one cell contains 4 student records and the other cell contains 96 student records, both cells would be suppressed. The cell with 4 would be suppressed because it contains less than 11 students; the cell with 96 students would be suppressed because it would allow for the calculation of the number of students in the already suppressed cell. Finally, this rule may require that cells populated through calculations are suppressed and/or approximated if providing the actual

calculated value allows for the determination of a number of records in another individual cell containing fewer than 11 records. A hypothetical example: If reporting a calculated cell value of “2.57%” would allow for the identification of a value of less than 11 in one of the cells used for the percent calculation, then the calculated value could be suppressed outright or approximated (e.g., < 5%) if it was determined that the approximation still provided meaningful information without providing potentially personally identifying information. In figure 14.1 both suppression and approximation have been employed for the “race/ethnicity” category.

**Table 14.1: Respondent vs. Eligible Survey Population Demographics, 2006 - 2007 School Year\***

Demographic Characteristic	# Respondents	% Respondents	# Eligible Population	% of Eligible Population	% Point Difference
<b>Disability</b>					
Emotional Disturbance	62	23.75%	254	28.44%	-4.69%
Learning Impairment	15	5.75%	82	9.18%	-3.44%
Other Health Impairment	52	19.92%	128	14.33%	5.59%
Specific Learning Disability	94	36.02%	305	34.15%	1.86%
Speech or Language Impairment	27	10.34%	89	9.97%	0.38%
All Other Disability Categories	11	4.21%	35	3.92%	0.30%
Totals	261	100.00%	893	100.00%	0.00%
<b>Gender</b>					
Female	73	27.97%	284	31.80%	-3.83%
Male	188	72.03%	609	68.20%	3.83%
Totals	261	100.00%	893	100.00%	0.00%
<b>Age</b>					
14 - 16	***	< 5%	62	6.94%	> -5% and < 5%
17 - 19	225	86.21%	734	82.19%	4.01%
20 - 22	***	<15%	97	10.86%	> -5% and < 5%
Totals	225	86.21%	893	100.00%	0.00%
<b>Race/Ethnicity</b>					
White	***	> 95%	860	96.30%	> -5% and < 5%
All Other Race/Ethnicity Categories	***	< 5%	33	3.70%	> -1.50% and < 1.50%
Totals	261	0.00%	893	100.00%	0.00%
<b>Exit Reason</b>					
Graduated with Certificate or Reached Maximum Age	***	< 10%	45	5.04%	> -5% and < 5%
Graduated with HS Diploma	207	79.31%	609	68.20%	11.11%
Dropped Out (% of Exiters)*	***	< 20%	239	26.76%	> -15% and < -5%
Totals	261	79.31%	893	100.00%	0.00%

\*The percentages reported in Table 14.1 are *not* equivalent to the drop-out rate reported in Indicator 2. The percentage reported here (28.08% for the eligible survey population) is the number of drop-outs in grades 9 - 12 as a percentage of *exiting* students, not as a percentage of *all* students receiving IEP services. Please see Indicator 2 for additional information on calculating drop-out rates.

\*\*\* denotes cell suppression of information that would allow for the reporting of discrete identifying student characteristics in any individual cell containing fewer than 11 records. The Vermont Department of Education “small ‘n’ rule” prohibits public reporting of potentially personally identifying information where the number of students being reported on is less than 11. A cell may be suppressed containing > 11 records if not suppressing that cell would allow for the calculation of the number of records in another individual cell containing fewer than 11 records.

Table 14.1 shows that survey respondents were very similar to the overall eligible exiting population in terms of age, gender and race/ethnicity (any difference of greater than 5 percentage points is highlighted in yellow). However, there are differences that stand out when examining

specific disability categories and exit reasons. In the disability categories students who exited in the 2006 - 2007 school year receiving IEP services for other health impairments were overrepresented by nearly 6% while children receiving IEP services for emotional disturbance were underrepresented by nearly 5%. While far from perfect, this is a substantial improvement from the previous year's post-secondary survey where children with emotional disturbances were underrepresented in the respondent pool by over 10%.

By exit reason, students who dropped out during the 2006-2007 school year were underrepresented in the respondent population by greater than 5 percentage points while students who were reported as graduating with a HS diploma were overrepresented by just over 11 percentage points. These data are nearly identical to those obtained during the first year implementation of the post-secondary survey for students exiting during the 2005 - 2006 school year. While leaving room for improvement and acknowledging the limitations of applying the results of the survey to all exiting students is necessary, the representativeness of respondents in the second year of the PSS survey implementation appears to provide a reasonably valid and reliable representation of the post-secondary outcomes of the exiting population of students receiving special education services.

To increase the representativeness of the respondent population in future years, these data suggest that an increased focus on students who drop out of school will be necessary. To help increase the response rates for students who drop out of school, efforts to increase the validity of contact information received for students by the Department will continue. As noted above in the "Eligible Student Population and Response Rates" section, nearly 45% of all phone numbers received by the department were invalid. However, the Department was even less likely to receive valid contact information for students who dropped out of school: For the 239 students who were reported as dropping out of school, 149 or just over 62% of the phone numbers available for these students was invalid.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities**

Vermont continued working to improve post-secondary outcomes for children with disabilities through the following activities completed during the 2007 - 2008 school year:

- Online courses in secondary transition were developed in collaboration with the Transition Coalition at the University of Kansas.
- An electronic Community of Practice was developed in collaboration with the Training and Resources for Interdisciplinary Professionals Serving Children and Youth (TRIPSCY) at the University of Vermont. This CoP focused on professional development content for educators, families, students and community employment personnel. The TRIPSCY website is at: <http://www.uvm.edu/~cdci/tripscy/?Page=about.html>
- On-line professional development resources were also developed in collaboration with TRIPSCY that are available 24/7 to interested transition interagency stakeholders at <http://www.uvm.edu/~cdci/tripscy/?Page=about.html>
- Representatives of the Vermont Department of Education Student Support Team General Supervision Team in conjunction with Vermont Department of Education Transition Resource Consultants continued targeted professional development and technical assistance to LEA's based on local determinations for Indicator 13 (post-secondary transition planning contained within IEPs for youth aged 16 and above).
- A statewide annual conference was conducted with interagency partners focusing on community employment and post-secondary education.
- Access to the Vermont Parent Training and Information Center (VPIC), now the Vermont Family Network (VFN), annual College Fair was enhanced by Vermont Department of Education secondary transition staff.

- A training module addressing the necessity of and regulatory requirements associated with improving post-secondary transition planning was included at “SPED 101” annual trainings for new Special Education Administrators.

**Progress or Slippage**

Vermont reported that 87.36% of all responding youths who had IEPs and were no longer in secondary school were competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. This is virtually no change from 87.37% reported in the FFY 2006 (2006 - 2007) Annual Performance Report and falls just short of the FFY 2007 (2007 - 2008) State Performance Plan target of 88%. While the result is slightly below the target, with only two years of survey information available it is too soon to determine conclusively if this is an indication of a downward trend. Therefore, Vermont will work to continue to improve the representativeness of respondents to the survey as noted above, while continuing to implement the improvement activities outlined, beginning on page 108, in the revised State Performance Plan submitted to OSEP on February 1, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

Indicator #1

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	100% of all identified noncompliance is corrected within one year.

**Actual Target Data for FFY 2007:**

*Note: For reporting on FFY 2007, Vermont is reporting noncompliance incidents identified during the 2006 - 2007 school year and the percentage of those noncompliance incidents that were corrected within one year of identification.*

*Note: Attachment 4 to this document, "Indicator B-15 Worksheet," beginning on page 111, contains a tabular summary of those data presented for this indicator.*

100% or 35 of 35 findings of noncompliance identified during the 2006-2007 school year were corrected within one year. 26 of these findings were identified during Vermont Department of Education General Supervision Team on-site monitoring visits to 5 LEAs, 9 of these findings were identified through the Vermont Department of Education dispute resolution process.

Of the 26 findings made in FFY 2006 (July 1, 2006 - June 30, 2007) by the General Supervision Team during 5 on-site visits, none of them were related to SPP priority monitoring areas, and 26 were related to SPP non-priority monitoring areas (a complete breakout of these findings by monitoring area is contained in Attachment 4, beginning on page 111, titled "Indicator B-15 Worksheet"). The 5 on-site visits were the result of 3 LEAs requesting monitoring visits from the General Supervision Team with the purpose of reviewing specific issues surrounding their special education systems and 2 LEAs who took part in monitoring visits as part of a pilot of the Vermont Department of Education Focused Monitoring process. It is important to note that these on-site monitoring visits completed

during FFY 2006 (July 1, 2006 - June 30, 2007) were not related directly to any of the priority compliance monitoring activities or compliance monitoring cycles/schedules associated with indicators 4a, 9, 10, 11, 12 and 13 described in detail in *this* APR (within each indicator, see the sub-sections titled: “Identification and Correction of Non-compliance” within the sections titled: “Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007” for detailed and specific monitoring activity and monitoring cycle/schedule information). **A detailed discussion and explanation of the lack of findings in priority monitoring areas during FFY 2006 based on the monitoring cycles associated with each of these indicators is contained in the sub-section, below, titled “Identification and Correction of Noncompliance”, within the section titled “Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007.”**

In addition to the 26 findings of noncompliance identified during on-site visits, 9 findings of noncompliance were identified through the Vermont Department of Education dispute resolution process. Of these 9 findings of noncompliance identified through the dispute resolution process, none were related to SPP Monitoring Priority areas and 9 were related to SPP non-priority monitoring areas. Note that findings related to priority monitoring areas as a result of the dispute resolution process may occur, e.g., the FFY 2006 (July 1, 2006 - June 30, 2007) APR; it is coincidental that there were no findings related to priority monitoring areas as a result of the dispute resolution process in the same year that there were no findings related to priority monitoring areas associated with General Supervision Team monitoring cycles during FFY 2006 (July 1, 2006 - June 30, 2007). A complete breakout of these findings stemming from the dispute resolution process by specific monitoring area is contained in Attachment 4, beginning on page 111, titled “Indicator B-15 Worksheet.”

The priority compliance monitoring areas and non-priority monitoring areas as contained in the “Indicator B-15 Worksheet” are:

**SPP Priority Compliance Monitoring Areas:**

- Discrepancies in rates of suspension and expulsion of children with disabilities greater than 10 days (Indicator 4a.).
- Disproportionate representation by race and ethnicity in special education (Indicator 9)
- Disproportionate representation by race, ethnicity in specific disability categories (Indicator 10)
- Initial evaluation timeliness (Indicator 11)
- Part C- Part B transition (Indicator 12)
- Secondary transition (Indicator 13)

**SPP Non-Priority Monitoring Areas:**

- Insufficient documentation
- Training not provided
- Special Education and/or Related Services not provided

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities:**

The Focused Monitoring/SPP stakeholder group met in May 2007 to guide Focused Monitoring activities for FFY 2007 (July 1, 2007 - June 30, 2008). This meeting was facilitated by the Northeast Regional Resource Center (NERRC). During this meeting, the General Supervision Team provided the group with outcome data and progress in implementing Focused Monitoring.



The Vermont Special Education Advisory Council had a full day meeting in November 2008 to review the 2007 - 2008 SPP/APR data and made recommendations for the February 1, 2009 submission. In addition they received regular updates from the Student Support Team liaison throughout 2007 - 2008.

Monitoring consultants from the Vermont Department of Education General Supervision Team tracked corrective actions regarding priority and non-priority monitoring areas for LEAs where findings were made during the 2006 -2007 school year. 100% or 35 of the 35 findings of noncompliance identified during the 2006-2007 school year were corrected within one year.

Public reports of LEA results, including results for this indicator were released in June 2008. A presentation of this information was made at a statewide conference for Superintendents and Special Education Administrators. In addition, the information in these reports, including the importance of this indicator, and all compliance indicators, has been shared at meetings with Special Education Administrators in all areas of the state, with the executive board of the Vermont Council of Special Education Administrators and with the Special Education Advisory Council.

The Vermont Department of Education General Supervision Team worked with consultants from NERRC to develop a system for state to local determinations. The 05-06 determinations were issued in January 2008. The 2006-2007 determinations were issued in August 2008.

Follow up visits and technical assistance were provided to special education staff at all districts with identified noncompliance leading to corrective actions. The General Supervision Team provided the technical assistance to Special Educators, Speech Language Pathologists, EEE teachers and in some instances, the Special Education Administrator and Principals. The most prevalent areas of noncompliance were addressed during the technical assistance session and were also included in the final monitoring report. Additional information, training and/or support were provided to LEAs upon request.

Two members of the Vermont Department of Education General Supervision Team attended the National Accountability Conference and OSEP Leadership conference in Baltimore in August 2008. Additionally, the Northeast Regional Resource Center (NERRC) nominated members of the General Supervision Team to present the General Supervision System in Vermont, how it works, the components and how the state to local determinations fit into the system.

The Northeast Regional Resource Center (NERRC) provided support to the General Supervision Team in the development and implementation of an SPP/APR calendar. The General Supervision Team has incorporated the vital components of the OSEP calendar into a calendar that identifies when activities are conducted, when specific data is available, when data needs to be analyzed and when APR components should be written for the APR.

#### **Progress or Slippage:**

100% or 35 of 35 findings of noncompliance identified during FFY 2006 (July 1, 2006- June 30, 2007) were corrected within one year. This is an improvement from 96.72% or 59 of 61 findings of noncompliance identified during FFY 2005 (July 1, 2005 - June 30, 2006) that were reported as corrected in one year in the FFY 2006 Annual Performance Report submitted to OSEP on February 1, 2008.

#### **Identification and Correction of Noncompliance**

*Note: The timelines for reporting the identification and correction of noncompliance are based directly on OSEP guidance received over the summer of 2008 and finalized in the document titled "Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR), September 3, 2008 and through follow-up technical assistance calls hosted by OSEP, individually with the OSEP Technical Assistance Representative and through individual and conference calls with the Northeast Regional Resource Center (NERRC).*

To obtain the information on findings and the subsequent correction of those findings reported for this indicator in this FFY 2007 APR, the Vermont Department of Education General Supervision Team,

per OSEP guidance, utilized all findings of noncompliance-- defined as a written notification from the SEA to an LEA-- that were made during the FFY 2006 (July 1, 2006 - June 30, 2007) time period. As noted above, 35 non-priority monitoring area findings were made during this time period, but no priority monitoring area findings were made. This is a direct result of the system-wide schedule of monitoring activities, illustrated in Table 15.1 on the next page, that was implemented by the Vermont Department of Education General Supervision Team beginning in FFY 2006 (July 1, 2006 - June 30, 2007) in its' best efforts to meet the requirements of Part B of IDEA.

**Table 15.1: Priority Compliance Monitoring Area Activity Schedule (Indicators 4a, 9, 10, 11, 12 and 13)**

Monitoring Year ("MY")/Source Data Year	Data Review and Finding Year	Correction within One Year	APR Correction Year Reporting Date
FFY 2006 (July 1, 2006 - June 30, 2007)	FFY 2007	FFY 2008	February 1, 2010
FFY 2007 (July 1, 2007 - June 30, 2008)	FFY 2008	FFY 2009	February 1, 2011
FFY 2008 (July 1, 2008 - June 30, 2009)	FFY 2009	FFY 2010	February 1, 2012
FFY 2009 (July 1, 2009 - June 30, 2010)	FFY 2010	FFY 2011	February 1, 2013
FFY 2010 (July 1, 2010 - June 30, 2011)	FFY 2011	FFY 2012	February 1, 2014

Table 15.1 shows the schedule for priority compliance monitoring associated with indicators 4a, 9, 10, 11, 12 and 13 beginning with FFY 2006 and continuing through FFY 2010. Specific and detailed information about how these data are collected and reviewed for each of these indicators is contained within each of the indicator narratives in this APR in the sub-sections titled: "Identification and Correction of Non-compliance" within the section titled: "Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007."

One characteristic of the compliance monitoring processes surrounding indicators 4a, 9, 10, 11, 12 and 13, as detailed in table 15.1, was and is that the General Supervision Team does not and will not receive any of these data for the initial monitoring year ("MY") being analyzed for these indicators until the next monitoring year ("MY +1") has started. As a result, the following two rules govern the identification, correction and reporting of noncompliance for these indicators (4a, 9, 10, 11, 12 and 13) in the Annual Performance Report. First, the review of those data and the subsequent findings of noncompliance based on those data reviews will not occur until "MY +1" has begun. Second, the reporting of corrections of findings within one year of the LEAs receipt of a finding will not occur until two years after the initial monitoring year or "MY +2". A narrative summary of the identification, correction and reporting of non-noncompliance for this indicator in the context of these rules, follows for FFY 2007 and FFY 2006, where each baseline monitoring year is denoted as "MY." The narrative continues with a brief review of previously reported information from FFY 2005 (July 1, 2005 - June 30, 2006). The narrative concludes with a review of those 35 findings that were made, outside of the schedule detailed in Table 15.1, during FFY 2006 (July 1, 2006 - June 30, 2007) and corrected within one year (FFY 2007 [July 1, 2007 - June 30, 2008]).

FFY 2007 (July 1, 2007 - June 30, 2008) ("MY") data for indicators 4a, 9, 10, 11, 12 and 13, were received throughout the summer and fall of 2008 from some or all LEAs, depending on the indicator (please see the appropriate narrative for each indicator in *this* APR for detailed information). The analysis of these data, completed in the late fall of 2008 or early winter of 2009 ("MY +1"), revealed

noncompliance associated with indicators 11, 12 and 13. The Vermont Department of Education Student Support General Supervision Team will issue the findings, not yet complete as of February 1, 2009, related to this noncompliance in March of 2009. Note that these findings will fall within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period (“MY + 1”). Consequently, the *end* of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2009 (July 1, 2009 - June 30, 2010) reporting period (“MY +2”). Therefore, the status of the correction of findings made in FFY 2008 (July 1, 2008 - June 30, 2009) (“MY +1”) based on those data reported on for indicators 4a, 9, 10, 11, 12 and 13 in the FFY 2007 (July 1, 2007 - June 30, 2008) (“MY”) Annual Performance Report delivered to OSEP on February 1, 2009, will be reported on in indicator 15 (this indicator) of the FFY 2009 (July 1, 2009 - June 30, 2010) (“MY +2”) Annual Performance Report deliverable to OSEP on February 1, 2011.

FFY 2006 (July 1, 2006 - June 30, 2007) (“MY”) data for indicators 4a, 9, 10, 11, 12 and 13, were received throughout the summer and late fall of 2007 or early winter of 2008 from some or all LEAs, depending on the indicator (please see the sub-sections titled: “Identification and Correction of Non-compliance” within the section titled: “Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 within each of these indicators in *this* APR for detailed information). The analysis of these data, completed in the late fall of 2007 or early winter of 2008 (FFY 2007 [July 1, 2007 - June 30, 2008]) or “MY +1”, revealed noncompliance associated with indicators 11, 12 and 13. The Vermont Department of Education Student Support General Supervision Team issued findings, as detailed within the narrative associated with each indicator, through the spring of 2008 (“MY + 1”). Consequently, the *end* of the one year timeline for correction of these findings, including verification that all individual student-level instances of noncompliance have been corrected, is within the FFY 2008 (July 1, 2008 - June 30, 2009) reporting period or “MY +2”. Therefore, the status of the correction of findings made in FFY 2007 (July 1, 2007 - June 30, 2008) (“MY +1”) based on those data reported on for indicators 4a, 9, 10, 11, 12 and 13 in the FFY 2006 (July 1, 2006 - June 30, 2007) (“MY”) Annual Performance Report delivered to OSEP on February 1, 2008, will be reported on in Indicator 15 (this indicator) of the FFY 2008 (July 1, 2008 - June 30, 2009) (“MY +2”) Annual Performance Report deliverable to OSEP on February 1, 2010.

Regarding FFY 2005 (July 1, 2005 - June 30, 2006) priority monitoring findings data, recall that as described in the FFY 2006 (July 1, 2006 - June 30, 2007) Annual Performance Report submitted to OSEP on February 1, 2008 and as acknowledged in the Vermont Part B FFY 2006 SPP/APR Response Table, all 7 findings associated with priority monitoring area noncompliance identified during FFY 2005 (July 1, 2005 - June 30, 2006)) were corrected appropriately within the FFY 2006 (July 1, 2006 - June 30, 2007) period. The priority monitoring activities completed during FFY 2005 were the result of on-site visits that were made prior to the creation of the Priority Compliance Monitoring Area Activity schedule detailed in Table 15.1. For additional detailed information, please see the narrative in the sub-sections titled: “Identification and Correction of Non-compliance” within the section titled: “Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007” for indicators 4a, 9, 10, 11, 12 and 13 in *this* APR.

Regarding the 35 non-priority monitoring findings as reported above in the “Actual Target Data for FFY 2007” section that were made in FFY 2006 (July 1, 2006 - June 30, 2007) and corrected in FFY 2007 (July 1, 2007 - June 30, 2008), it is important to note that these findings resulted from monitoring activities not included in the Table 15.1 monitoring schedule that is specific to priority monitoring area activities associated with indicators 4a, 9, 10, 11, 12 and 13. The General Supervision Team on-site visits that were completed during FFY 2006 (July 1, 2006 - June 30, 2007) were the result of three LEAs requesting monitoring visits from the General Supervision Team with the purpose of reviewing specific issues surrounding their special education system and two LEAs receiving monitoring visits as part of a pilot of the Vermont Department of Education Focused Monitoring system. These on-site visits, as reported above in the section titled “Actual Target Data for FFY 2007,” and completed outside of the purview of the priority monitoring area schedule detailed in Table 15.1, resulted in 26 findings of noncompliance in non-priority monitoring areas (no noncompliance associated with priority monitoring areas was found in the context of these visits) that were made during FFY 2006 (July 1, 2006 - June 30, 2007) and corrected during FFY 2007 (July 1,

2007 - June 30, 2008). These 26 findings associated with the on-site visits were in addition to the 9 findings, as reported above in the “Actual Baseline Data for FFY 2007” section, identified through the Vermont Department of Education dispute resolution process during FFY 2006 (July 1, 2006 - June 30, 2007) and corrected during FFY 2007 (July 1, 2007 - June 30, 2008).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$ .

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Written reports resolving administrative complaints are issued within 60 days 100% of the time unless timelines are extended for exceptional circumstances.

**Actual Target Data for FFY 2007:**

In FFY 2007 (July 1, 2007 - June 30, 2008), 14 of 14 or 100% of signed written complaints with reports issued were resolved within either a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. Vermont has met the requirements of the measurable and rigorous target for this indicator.

Table 16.1, taken from Section A of Table 7, information collection 1820-0677-- "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act 2007 - 2008" contains a summary of those data collected for this indicator. A complete copy of Table 7, as submitted to OSEP is attached on page 116.

**Table 16.1: Written, Signed Complaints, FFY 2007**

SECTION A: Written, signed complaints	
Section (1) Written, signed complaints total	21
Section (1.1) Complaints with reports issued	14
(a) Reports with findings	9
(b) Reports within timeline	14
(c) Reports within extended timelines	0
Section (1.2) Complaints withdrawn or dismissed	7
Section (1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

As shown in Table 16.1, Section (1), there were a total of 21 written, signed complaints for FFY 2007. 7 of these complaints were withdrawn or dismissed (shown in section 1.2) and there were no reports pending at the end of the reporting period (shown in section 1.3). There were 14 complaints with reports issued (section 1.1). Of the 14 reports issued with and without findings, all 14 were reported within 60 day timelines (1.1b.) therefore none of these reports are shown in 1.1c. as needing to be completed within appropriately extended timelines beyond 60 days. The sum of the reports within timelines (1.1b.) and the reports within extended timelines (1.1c.), divided into the total number of complaints with reports issued (1.1) multiplied by 100 provides the figure of 100 percent reported as “actual target data” for this indicator.

The number of complaints with reports issued increased noticeably during FFY 2007. While it would be desirable to see a decrease in the number of complaints it does seem that the complaint system is working effectively to resolve the disputes that result in complaints.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities:**

A Vermont DOE Student Support Team consultant participated in regional meetings of special education attorneys and consultants. The SST director also participated in a joint meeting of this group and regional special education directors. The DOE chief legal counsel attended a regional training for hearing officers in Maine. All of these activities serve to increase knowledge of current legal issues in special education

All of Vermont’s hearing officer’s attended a comprehensive training concerning dispute resolution options in special education.

Several efforts were made to make filing a complaint more accessible and to provide training in the complaint process. Complaint forms and models from several states were reviewed it was decided to continue use of the current Vermont forms because these provide more information. A model form for filing a complaint along with an explanation of the required elements for filing a complaint were made available on the Vermont DOE website. Trainings in the complaint process were provided to new and veteran special education administrators.

Several meetings with legal staff were missed during the reporting period due to staff changes and vacancies. These will be started again.

**Progress or Slippage:**

The FFY 2007 target for this indicator was met. The activities that were completed contributed to meeting the target.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator # 1

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Within 45 days or with proper extensions, 100% of due process hearing requests will be fully adjudicated.

**Actual Target Data for FFY 2007:**

In FFY 2007 (July 1, 2007 - June 30, 2008), 1 of 1 or 100 percent of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party. Vermont has met the requirements of the measurable and rigorous target for this indicator.

Table 17.1, taken from Section C of Table 7, information collection 1820-0677-- "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act 2007 - 2008" contains a summary of those data collected for this indicator. A complete copy of Table 7, as submitted to OSEP is attached on page 116.

**Table 17.1: Hearing Requests, FFY 2007**

SECTION C: Due Process Complaints	
Section (3) Due process complaints total	23
Section (3.1) Resolution meetings	6
(a) Written Settlement agreements	2
Section (3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline (including expedited)	0
(b) Decisions within extended timeline	1
Section (3.3) Resolved without a hearing	18

As shown in Table 17.1, there were a total of 23 due process complaints in FFY 2007 (Section 3). Of the 23 due process complaints, 6 resulted in resolution meetings (Section 3.1) and 2 of these meetings resulted in written settlement agreements (Section 3.1a.). Resolution meetings and settlement agreements are discussed in more detail in Indicator 18. Section 3.2 shows that there was 1 fully adjudicated hearing held during FFY 2007. The written decision for this hearing was issued within a properly extended timeline (3.2b.). The sum of 3.2a (0) and 3.2b (1), divided by Section 3.2 (1) and multiplied by 100 is equal to 100%. That is, 100 percent of fully adjudicated hearings were fully adjudicated within the 45-day timeline or a properly extended timeline.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities**

A Vermont DOE Student Support Team consultant participated in regional meetings of special education attorneys and consultants. The SST director also participated in a joint meeting of this group and regional special education directors. The DOE chief legal counsel attended a regional training for hearing officers in Maine. All of these activities serve to increase knowledge of current legal issues in special education.

All of Vermont's hearing officer's attended a comprehensive training concerning dispute resolution options in special education.

At this time there are no plans to expand the dispute resolution continuum as the existing system appears to be functioning effectively. Techniques for resolving conflict in IEP meetings will be included in the IEP training modules.

Information circulars on dispute resolution options are disseminated by the Vermont Family Network (VFN).

Several meetings with legal staff were missed during the reporting period due to staff changes and vacancies. These will be started again.

**Progress or Slippage**

The target for this indicator was met. The SPP activities carried out in FFY 2007 contributed to meeting the target.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.



## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	57% of hearing requests going to resolution sessions will be resolved through resolution session settlement agreements.

**Actual Target Data for FFY 2007:**

In FFY 2007 (July 1, 2007 - June 30, 2008), 2 of 6 or 33.33% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements. Vermont did not meet the measurable and rigorous target for this indicator. Note that per the Vermont Part B FFY 2006 SPP/APR response table, Vermont is "not required to meet its targets until an FFY in which ten or more resolution sessions were held."

Table 18.1, taken from Section C of Table 7, information collection 1820-0677-- "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act 2007 - 2008" contains a summary of those data collected for this indicator. A complete copy of Table 7, as submitted to OSEP, is attached on page 116.

**Table 18.1: Resolution Sessions, FFY 2007**

SECTION C: Due Process Complaints	
Section (3) Due process complaints total	23
Section (3.1) Resolution meetings	6
(a) Written Settlement agreements	2
Section (3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline (including expedited)	0
(b) Decisions within extended timeline	1
Section (3.3) Resolved without a hearing	18

As shown in Table 18.1, there were a total of 23 due process complaints in FFY 2007 (Section 3). Of the 23 due process complaints, 6 resulted in resolution meetings, (Section 3.1) and 2 of these

meetings resulted in written settlement agreements (Section 3.1a.). 3.1a. (2) divided by Section 3.1 (6) and multiplied by 100 is equal to 33.33%. That is, 33.33% of hearing requests going to resolution sessions were resolved through resolution session settlement agreements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities**

A Vermont DOE Student Support Team consultant participated in regional meetings of special education attorneys and consultants. The SST director also participated in a joint meeting of this group and regional special education directors. The DOE chief legal counsel attended a regional training for hearing officers in Maine. All of these activities serve to increase knowledge of current legal issues in special education.

All of Vermont's hearing officer's attended a comprehensive training concerning dispute resolution options in special education.

At this time there are no plans to expand the dispute resolution continuum or provide additional trainings as the existing system appears to be functioning effectively. Techniques for resolving conflict in IEP meetings will be included in the IEP training modules.

Information circulars on dispute resolution options are disseminated by the VFN.

Several meetings with legal staff were missed during the reporting period due to staff changes and vacancies. These will be started again.

It appears from discussion with special education administrators that mediation is considered preferable to resolution sessions because of the presence of a neutral third party to mediate the dispute and help parties to reach an agreement.

**Progress or Slippage**

The target for this indicator was not met for FFY 2008. However five of the six issues that went to resolution sessions were resolved without a due process hearing. In addition to the two disputes resolved at resolution sessions, one was resolved through mediation and in two instances the parties reached agreement after mediation but before a hearing. The one dispute that went to a hearing was dismissed by the hearing officer. For the past two years the trend has been to seek alternatives to resolution sessions to solve disputes and in most instances the disputes are resolved through alternate means. We will continue to monitor this trend.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator #1.

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent =  $[(2.1(a)(i) + 2.1(b)(i)) \text{ divided by } 2.1] \text{ times } 100.$

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	The percentage of disputes resolved through mediation increases by 3% to 73%.

**Actual Target Data for FFY 2007:**

In FFY 2007 (July 1, 2007 - June 30, 2008), 24 of 27 or 88.89% of all mediations held resulted in mediation agreements. Vermont exceeded the measurable and rigorous target for mediations held that resulted in mediation agreements.

Table 19.1, taken from Section C of Table 7, information collection 1820-0677-- "Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act 2007 - 2008" contains a summary of those data collected for this indicator. A complete copy of Table 7, as submitted to OSEP, is attached on page 116.

**Table 19.1: Mediation Requests, FFY 2007**

SECTION B: Mediation requests	
Section (2) Mediation requests total	30
Section (2.1) Mediations held	27
(a) Mediations held related to due process complaints	15
(i) Mediation agreements	12
(b) Mediations held not related to due process complaints	12
(i) Mediation agreements	12
Section (2.2) Mediations not held (including pending)	3

As shown in Table 19.1, there were a total of 30 mediation requests (Section 2) and 27 mediations held (Section 2.1) during FFY 2007. 3 mediations were not held or pending at the end of the reporting period (Section 2.2). Of the total number of mediations held, 15 were related to due process complaints (2.1a.); 12 of these mediations resulted in mediation agreements (2.1a.(i)). Of the 12 mediations held that were not related to due process complaints (2.1b.), 12 resulted in mediation agreements (2.1b.(i)).

The sum of the mediation agreements that were and were not related to due process is 24 (2.1a.(i) + 2.1b.i)). This sum was divided by 27, the total number of mediations held (2.1) and then multiplied by 100, to show that 88.89% of mediations held resulted in mediation agreements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Activities**

A Vermont DOE Student Support Team consultant participated in regional meetings of special education attorneys and consultants. The SST director also participated in a joint meeting of this group and regional special education directors. The DOE chief legal counsel attended a regional training for hearing officers in Maine. All of these activities serve to increase knowledge of current legal issues in special education.

All of Vermont's hearing officer's attended a comprehensive training concerning dispute resolution options in special education.

Several efforts were made to make filing a complaint more accessible and to provide training in the complaint process. Complaint forms and models from several states were reviewed it was decided to continue use of the current Vermont forms because these provide more information. A model form for filing a complaint along with an explanation of the required elements for filing a complaint were made available on the Vermont DOE website. Trainings in the complaint process were provided to new and veteran special education administrators.

The addition of mediation as an allowable reason for extending timelines has eliminated the need to define exceptional circumstances with any more specificity than already exists.

Several meetings with legal staff were missed during the reporting period due to staff changes and vacancies. These will be started again.

**Progress or Slippage**

The FFY 2007 target for this indicator was exceeded. We will continue with the improvement activities in the SPP.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

## Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Indicator # 1.

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	100% of reports are submitted on time, accuracy in reporting and data management is ensured.

**Actual Target Data for FFY 2007:**

**20a.** The Vermont Department of Education state reported data, including 618 data and Annual Performance Reports, were submitted on or before due dates (February 1 for Child Count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports) 100% of the time during FFY 2007.

**20b.** The Vermont Department of Education continued to make best efforts during FFY 2007 to ensure that 100% of those state reported data, including 618 data and Annual Performance Reports, are accurate.

*Note: Attachment 6 titled: "Part B Indicator 20 Data Rubric(revised 12-03-08)" contains a summary of the timeliness and accuracy of Vermont Department of Education data submissions for FFY 2007. This attachment, on page 117 was provided by the U.S. Department of Education Office of Special Education Programs to assist states in compiling data for this indicator.*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:****Activities**

Five regional trainings were implemented during FFY 2007 (July 1, 2007 - June 30, 2008) to continue to increase the validity, reliability and accuracy of the Child Count data collection. The target audiences for the trainings were LEA Special Education Administrators and the LEA support staff

responsible for submitting Child Count data to the State of Vermont Department of Education. These trainings were provided in addition to the one-on-one technical assistance currently provided by the Student Support Team for Child Count activities. In addition to these trainings and technical assistance, Child Count data verification reports were created to allow LEAs to quickly identify potential inaccuracies in data submitted to the Vermont Department of Education. All of these activities were designed to continue to improve the validity, reliability and accuracy of those Child Count data submitted to the Vermont Department of Education by LEAs and consequently, those data submitted to OSEP by the Vermont Department of Education.

To continue to improve the data collection and reporting process for Part C to Part B transition (Indicator 12), Part C to Part B transition was emphasized at statewide Early Essential Education (EEE) trainings. Targeted technical assistance was also provided to those LEAs that appeared to have the least success with collecting and reporting on Part C to Part B transition. These trainings and targeted technical assistance were designed to ensure that accurate and reliable data is provided to the Vermont Department of Education for all children transitioning from Part C to Part B services. As a result of all of these efforts, the high level of compliance with Indicator 12 has been maintained after the dramatic improvements noted in the APR submitted to OSEP on February 1, 2008 for FFY 2006 (July 1, 2006 - June 30, 2007).

The Education Data Warehouse (EDW), a statewide data analysis and reporting system continues to be implemented. This tool allows trained staff access to school and, when appropriate, student data collected by the Vermont Department of Education. The majority of Vermont DOE Student Support Team (SST) consultants have been trained to use the EDW and three consultants have advanced training as EDW coaches. As a result, consultants continue to use relevant data such as graduation rates when providing technical assistance to schools. Program teams are also continuing to utilize the EDW to inform their activities. The Student Support General Supervision Team continues to use the EDW extensively in FFY 2007 in support of focused monitoring activities.

The accuracy of Child Count data system uploads into the EDW has been examined back to FFY 2001. Inconsistencies between EDW created reports and the verified Child Count source data continue to be corrected and updated as they are identified (in the EDW). As the historical cleaning and verification process continues, the EDW continues its evolution into a powerful tool to perform longitudinal data analysis at the SEA and LEA level for Child Count and other 618 data. This data verification work continues to ensure that valid, reliable and accurate data are available to facilitate data-driven decision making for SEA and LEA staff.

#### **Progress or Slippage**

Vermont continues efforts to provide all state reported data, including 618 data and Annual Performance Reports that are submitted on or before due dates. Efforts will also continue to ensure that those data submitted are accurate.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No revisions are planned at this time.

**Attachment 1:**

**Report of the Participation and Performance of Students with Disabilities on  
State Assessments by Content Area, Grade, and Type of Assessment  
“Table 6”**

This table is included in its entirety-- as submitted to the U.S. Department of Education Office of Special Education Programs on February 1, 2009-- beginning on the next page.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT: 10/1/2007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	664	6357
4	754	6463
5	924	6515
6	919	6546
7	1012	6770
8	1023	7093
HIGH SCHOOL (SPECIFY GRADE:) 11	983	7392

<sup>1</sup>At a date as close as possible to the testing date.



TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	597	420
4	676	498
5	836	619
6	826	574
7	927	652
8	924	623
HIGH SCHOOL : 11	811	479

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	46	0	0	46
4	64	0	0	64
5	69	0	0	69
6	72	0	0	72
7	65	0	0	65
8	69	0	0	69
HIGH SCHOOL : 11	60	0	0	60

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS <sup>2</sup> (9)
3	15	0	0	3	3
4	8	0	0	2	4
5	7	0	0	8	4
6	11	0	0	4	6
7	9	0	0	5	6
8	16	0	0	7	7
HIGH SCHOOL : 11	82	0	0	7	23

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

PAGE 5 OF 18  
OMB NO. 1820-0659  
FORM EXPIRES: 08/31/2009  
STATE: VT - VERMONT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1	2	3	4						10A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	NECAP	275	156	147	19						597
4	NECAP	363	180	119	14						676
5	NECAP	509	158	152	17						836
6	NECAP	505	174	130	17						826
7	NECAP	606	197	111	13						927
8	NECAP	599	201	115	9						924
HIGH SCHOOL : 11	NECAP	731	60	19	1						811

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

3

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: VT - VERMONT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL <sup>1</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME										10C ROW TOTAL <sup>1</sup>	Number of students included <b>Within</b> the <b>NCLB 2%</b> <b>Cap</b> <sup>2,3</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:  

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

<sup>4</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	1	2	3	4						10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	PAAGE	30	12	4	0						46	4
4	PAAGE	49	9	6	0						64	6
5	PAAGE	42	20	7	0						69	7
6	PAAGE	44	14	14	0						72	14
7	PAAGE	45	16	4	0						65	4
8	PAAGE	47	15	7	0						69	7
HIGH SCHOOL : 11	PAAGE	40	10	10	0						60	10

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	597	0	0	46	21	664
4	676	0	0	64	14	754
5	836	0	0	69	19	924
6	826	0	0	72	21	919
7	927	0	0	65	20	1012
8	924	0	0	69	30	1023
HIGH SCHOOL : 11	811	0	0	60	112	983

<sup>1</sup>STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

<sup>2</sup>Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup>Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.



TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT: 10/1/2007

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		664	6343
4		755	6454
5		926	6515
6		916	6538
7		1012	6773
8		1021	7087
HIGH SCHOOL (SPECIFY GRADE:)	11	993	7404

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
PORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STA  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

VT - VERMONT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	587	404	0
4	675	478	0
5	837	592	0
6	828	555	0
7	930	642	0
8	923	612	0
HIGH SCHOOL : 11	831	496	0

<sup>1</sup>Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	46	0	0	46
4	65	0	0	65
5	70	0	0	70
6	72	0	0	72
7	65	0	0	65
8	70	0	0	70
HIGH SCHOOL : 11	60	0	0	60

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659  
FORM EXPIRES: 08/31/2009

2007-2008

STATE: VT - VERMONT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS <sup>2</sup> (9)
3	24	0	0	4	3
4	9	0	0	2	4
5	8	0	0	7	4
6	8	0	0	3	5
7	8	0	0	1	8
8	15	0	0	6	7
HIGH SCHOOL : 11	72	0	0	8	22

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

PAGE 14 OF 18  
OMB NO. 1820-0659  
FORM EXPIRES: 08/31/2009  
STATE: VT - VERMONT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1	2	3	4						10A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	NECAP	279	137	158	13						587
4	NECAP	345	194	125	11						675
5	NECAP	408	265	149	15						837
6	NECAP	391	281	154	2						828
7	NECAP	442	320	165	3						930
8	NECAP	407	326	174	16						923
HIGH SCHOOL : 11	NECAP	431	273	117	10						831

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

3

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: VT - VERMONT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL <sup>1</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:  

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME										10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3		0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:           

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

<sup>2</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	1	2	3	4						10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	PAAGE	28	14	4	0						46	4
4	PAAGE	50	9	6	0						65	6
5	PAAGE	44	20	6	0						70	6
6	PAAGE	43	19	10	0						72	10
7	PAAGE	40	14	11	0						65	11
8	PAAGE	44	15	11	0						70	11
HIGH SCHOOL : 11	PAAGE	34	18	8	0						60	8

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C



TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: VT - VERMONT

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	587	0	0	46	31	664
4	675	0	0	65	15	755
5	837	0	0	70	19	926
6	828	0	0	72	16	916
7	930	0	0	65	17	1012
8	923	0	0	70	28	1021
HIGH SCHOOL : 11	831	0	0	60	102	993

<sup>1</sup>STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

<sup>2</sup>Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup>Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.



REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: VT - VERMONT

Which assessment	Grade	Reasons for Exception	Count
Math	3	Transferred out of school.	2
Math	4	Withdrew from school (dropped out, quit).	1
Math	4	Transferred out of school.	3
Math	5	Transferred out of school.	1
Math	5	Enrolled after the first day of testing with no opportunity to test.	1
Math	6	Entered home schooling.	1
Math	6	Transferred out of school.	3
Math	6	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Math	7	Transferred out of school.	2
Math	7	Enrolled after the first day of testing with no opportunity to test.	3
Math	8	Entered home schooling.	2
Math	8	Transferred out of school.	2
Math	8	Enrolled after the first day of testing with no opportunity to test.	1
Math	8	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Math	11	Withdrew from school (dropped out, quit).	9
Math	11	Transferred out of school.	6
Math	11	Enrolled after the first day of testing with no opportunity to test.	1
Math	11	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	4
Reading	3	Transferred out of school.	2
Reading	4	English Language Learner enrolled in US school on or after Oct. 1, 2004 (Reading and Writing only).	1
Reading	4	Transferred out of school.	3
Reading	5	Transferred out of school.	1
Reading	5	Enrolled after the first day of testing with no opportunity to test.	1
Reading	6	Entered home schooling.	1
Reading	6	Transferred out of school.	2
Reading	6	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Reading	7	Entered home schooling.	1
Reading	7	Transferred out of school.	3
Reading	7	Enrolled after the first day of testing with no opportunity to test.	3
Reading	8	Entered home schooling.	2
Reading	8	Transferred out of school.	2
Reading	8	Enrolled after the first day of testing with no opportunity to test.	1
Reading	8	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	1
Reading	11	Withdrew from school (dropped out, quit).	8
Reading	11	Transferred out of school.	6
Reading	11	Enrolled after the first day of testing with no opportunity to test.	1
Reading	11	Suspension or expulsion for entire testing window resulting in student being unavailable to take complete assessment.	4

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

**GO BACK**

STATE: VT - VERMONT

Which assessment

## Discrepancies

[illegible]

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: VT - VERMONT

COMMENTS

Sections A & D, enrollment counts are actually for the testing window, which is for three weeks starting on October 1.

**Attachment 2:**  
**Parent Involvement Surveys**

The NCSEAM Parent Involvement Surveys as utilized for Indicator 8 begin on the next page.

JOE SMITH  
123 MAIN STREET  
Anywhere, VT 12345-6789



May 12, 2008

Dear Parent, Family Member or Guardian,

The Vermont Department of Education has a strong commitment toward meeting the education, social and emotional needs of Vermont students and their families. Continued improvement is important to all of us and we would like you, as our partner in meeting the special needs of your child, to assist us by completing the enclosed annual survey.

Your responses to the survey will let us know how you feel about school's efforts to create meaningful partnerships with you and how you believe they can better meet your child's special needs. If you have more than one child receiving special education services in your household, you will receive a survey for each of those children.

After you have completed the survey, you may place it in the enclosed pre-paid envelope and drop it in the mail. You will notice the return envelope is addressed to an out-of-state survey provider. We utilize this provider to help us efficiently and accurately administer the survey to over 12,000 Vermont households.

Please note that your participation in this survey is completely voluntary and you may skip any items to which you do not want to respond. Please also note that your privacy is very important to us. The individual results of each survey will be kept confidential, as will any information that could personally identify you or your child.

Statewide survey results from the past two school years, 2005 - 2006 and 2006 - 2007, are available on the Vermont Department of Education web site in the document titled: "Part B Annual Performance Report (APR) for FFY 2006 (2006 - 2007)" beginning on page 28. The web site address for this report is: [http://education.vermont.gov/new/html/pgm\\_spced/data\\_reports\\_pubs.html](http://education.vermont.gov/new/html/pgm_spced/data_reports_pubs.html)

If you have any questions about the survey or results from previous years, please contact Dave Phillips with the Vermont Department of Education Student Support Team at 802-828-5936.

We sincerely appreciate your time and your input. Together, we can make a difference in the lives of our children.

Thank you,

Dave Phillips  
Student Support Team  
Vermont Department of Education

# Parent Survey - Preschool Special Education



This survey is for parents of students receiving special education services in Vermont. Your responses will help guide efforts by the Vermont Department of Education to improve services and results for children and families.

**You may skip any item that does not apply to your or your child.**

## INSTRUCTIONS

- Please do not fill in this form using a felt tip pen.
- Fill in circle completely: This: ● Not This: ☒ ☐

For each statement below, please select one of the following response choices:

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

## PRESCHOOL SPECIAL EDUCATION PARTNERSHIP EFFORTS AND QUALITY OF SERVICES

I am part of the Individualized Education Plan (IEP) decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My recommendations are included on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's IEP goals are written in a way that I can work on them at home during daily routines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's evaluation report was written using words I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preschool special education program involves parents in evaluations of whether preschool special education is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **People from preschool special education, including teachers and other service providers:**

- included me in the process of helping my child transition smoothly from early intervention to preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- treat me as an equal team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- respect my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- value my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ensure that I have fully understood my rights related to preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- communicate regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give me options concerning my child's services and supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provide me with strategies to deal with my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**PRESCHOOL SPECIAL EDUCATION PARTNERSHIP EFFORTS AND  
QUALITY OF SERVICES Continued...**

***People from preschool special education, including teachers and other  
service providers:***

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
- give me enough information to know if my child is making progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give me information about the approaches they use to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offer parents training about preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- explain what options parents have if they disagree with a decision made by the preschool special education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offer supports for parents to participate in training workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- connect families with one another for mutual support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's Age when First Referred to Early Intervention or Special Education:
<input type="radio"/> Under 1 year
<input type="text"/> <input type="text"/> <b>OR</b> Age in Years When First Referred

***Thank you for your participation!***



Please return the survey in the enclosed postage-paid envelope to:  
P.O. Box 958469 Lake Mary, FL 32795-9923

Page 103

# Parent Survey - Special Education Grades K - 12



This survey is for parents of students receiving special education services in Vermont. Your responses will help guide efforts by the Vermont Department of Education to improve services and results for children and families.

**You may skip any item that does not apply to your or your child.**

## INSTRUCTIONS

- Please do not fill in this form using a felt tip pen.
- Fill in circle completely: This: ● Not This: ⊗ ✓

For each statement below, please select one of the following response choices:

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

## SCHOOLS' EFFORTS TO PARTNER WITH PARENTS

I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Plan (IEP) meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Teachers and Administrators:

- seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## The School:

- has a person on staff who is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- communicates regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offers parents training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SCHOOLS' EFFORTS TO PARTNER WITH PARENTS Continued...

### *The School:*

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
- offers parents a variety of ways to communicate with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provides information on agencies that can assist my child in the transition from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's Age when First Referred  
to Early Intervention or Special  
Education:

☐ Under 1 year

**OR** Age in Years  
When First Referred

**Thank you for your participation!**



Please return the survey in the enclosed postage-paid envelope to:  
P.O. Box 958469 Lake Mary, FL 32795-9923

Page 105

**Attachment 3:  
Post-Secondary Survey**

The Post-Secondary Outcome Survey as utilized for Indicator 14 begins on the next page.

# Student Support Post-School Survey

Call List For «Call\_Assignments» «Complete»



This survey is for former Vermont public school students who received special education services before leaving high school.

**Student Name:**  
**Phone:**  
**Age (5/1/07):**  
**Disability:**

**S.U.:**  
**Exit School:**

Contact Attempts  
(Date/Time):

Contact Notes:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Respondent Relationship to Student:

## Current Employment

### 1. Right now are you working?

- ☐ NO, GO TO QUESTION #5 ON THE NEXT PAGE →
- ☐ YES, GO TO QUESTIONS #2, #3, and #4 – IF MORE THAN 1 JOB, ANSWER FOR JOB WITH THE MOST HOURS/WEEK

### 2. Where is the job? – (CHECK ONE OPTION)

- ☐ in an integrated competitive employment setting (where most workers do not have disabilities)
- ☐ in supported employment (paid work in a community with support services)  
» Hourly training wage? \_\_\_\_\_
- ☐ in your home
- ☐ in the military
- ☐ in a jail or prison
- ☐ in sheltered employment (where most workers have disabilities)
- ☐ Other (Specify): \_\_\_\_\_

### 3. Are you usually paid at least minimum hourly wage?

- ☐ NO
- ☐ YES

Vermont minimum wage definitions:  
\$7.53/Hour for wage earner  
\$3.65/Hour for "tip" employees  
"Yes" if self-employed.

### 4. Do you usually work 35 or more hours per week?

- ☐ NO; how many hours does student work? \_\_\_\_\_
- ☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION 9 ON PAGE **THREE** \_\_\_\_\_ Page 107

# Student Support Post-School Survey

Call List For «Call\_Assignments» «Complete»

## Previous Employment

**5. At any time since leaving high school, have you ever worked?**

- ☐ NO, GO TO QUESTION #9 ON THE NEXT PAGE →
- ☐ YES, GO TO QUESTIONS #6, #7, #8

**6. Describe the job—(if more than one job, describe the one held the longest)—(CHECK ONE OPTION)**

- ☐ in an integrated competitive employment setting (where most workers do not have disabilities)
- ☐ in supported employment (paid work in a community with support services)  
» Hourly training wage? \_\_\_\_\_
- ☐ in your home
- ☐ in the military
- ☐ in a jail or prison
- ☐ in sheltered employment (where most workers have disabilities)
- ☐ Other (Specify): \_\_\_\_\_

**7. Are you usually paid at least minimum hourly wage?**

- ☐ NO
- ☐ YES

Vermont minimum wage definitions:  
\$7.53/Hour for wage earner  
\$3.65/Hour for "tip" employees  
"Yes" if self-employed.

**8. Did you usually work 35 or more hours per week?**

- ☐ NO; how many hours did student work? \_\_\_\_\_
- ☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION 9 ON THE NEXT PAGE →

# Student Support Post-School Survey

Call List For «Call\_Assignments» «Complete»

## Current Postsecondary School

**9. Right now, are you enrolled in any type of school, training, or education program?**

☐ NO, GO TO QUESTION #12 ON THIS PAGE

☐ YES, GO TO QUESTION #10 & #11

**10. Describe the kind of school or training program (CHECK ONE OPTION)**

☐ High school completion document or certificate (Adult Basic Education, VT Learning Works, GED)

☐ Short-term education or employment training program (WIA, Job Corps, etc.)

☐ Vocational Technical School—less than a 2-year program

☐ Community or Technical College (2-year college)

☐ College/University (4-year college)

☐ Enrolled in studies while incarcerated

☐ Other (Specify):  
\_\_\_\_\_

**11. Are you enrolled full-time (12 credits)?**

☐ NO; how many credits enrolled? \_\_\_\_\_

☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION #15 ON THE NEXT PAGE →

## Previous Postsecondary School

**12. At any time since leaving high school, have you ever been enrolled in any type of school, training, or education program (if more than one, describe the program enrolled in the longest)?**

☐ NO, GO TO QUESTION #15.

☐ YES, GO TO QUESTION #13 AND #14

**13. Describe the kind of school or training program (CHECK ONE OPTION)**

☐ High school completion document or certificate (Adult Basic Education, VT Learning Works, GED)

☐ Short-term education or employment training program (WIA, Job Corps, etc.)

☐ Vocational Technical School—less than a 2-year program

☐ Community or Technical College (2-year college)

☐ College/University (4-year college)

☐ Enrolled in studies while incarcerated

☐ Other (Specify):  
\_\_\_\_\_

**14. Were you enrolled full-time (12 credits)?**

☐ NO; how many credits enrolled? \_\_\_\_\_

☐ YES

SECTION COMPLETE; CONTINUE TO QUESTION #15 ON THE NEXT PAGE →

# Student Support Post-School Survey

Call List For «Call\_Assignments» «Complete»

## Other Questions

**15. Do you have a vocational rehabilitation counselor (DVR/Division of Voc Rehabilitation)?**

☐ NO ☐ YES ☐ DON'T KNOW

**16. Do you have access to reliable transportation?**

☐ NO ☐ YES

**17. Do you receive any social benefits (e.g. SSI, SSDI, Medicaid/Medicare)?**

☐ NO ☐ YES ☐ DON'T KNOW

### **SURVEY COMPLETED.**

Date Survey Complete: \_\_\_\_\_ Time: \_\_\_\_\_

Survey Completed by (SIGN): \_\_\_\_\_

Survey Comments and Follow-up Activities (if any):



**Attachment 4:**

**Indicator 15 General Supervision Worksheet**

The Indicator 15 General Supervision Worksheet as utilized for Indicator 15 begins on the next page.

**PART B INDICATOR 15 WORKSHEET**

<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)</b>	<b>(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)</b>	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0		
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0		
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
6. Percent of preschool children aged 3 through 5 – early				

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
childhood placement.	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.  10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: ○ Insufficient documentation	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	16	16
	Dispute Resolution: Complaints, Hearings	5	9	9
Other areas of noncompliance: ○ Training not provided	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: <ul style="list-style-type: none"> <li>Special Education and/or Related Services delayed or not provided</li> </ul>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	9	9
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			35	35
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100%

## Attachment 5: Report of Dispute Resolution

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION  
AND REHABILITATIVE SERVICES  
OFFICE OF SPECIAL EDUCATION  
PROGRAMS

TABLE 7  
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
2007-08

PAGE 1 OF 1  
OMB NO.: 1820-0677  
FORM EXPIRES: 08/31/2009

STATE:

**VT - VERMONT**

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	21
(1.1) Complaints with reports issued	14
(a) Reports with findings	9
(b) Reports within timeline	14
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	7
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	30
(2.1) Mediations held	27
(a) Mediations held related to due process complaints	15
(i) Mediation agreements	12
(b) Mediations held not related to due process complaints	12
(i) Mediation agreements	12
(2.2) Mediations not held (including pending)	3

SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	23
(3.1) Resolution meetings	6
(a) Written Settlement agreements	2
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	18

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

**Attachment 6:**  
**Indicator 20 Self-Scoring Rubric**

The Indicator 20 Self-Scoring Rubric utilized for Indicator 20 begins on the next page.

## Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	<b>38</b>
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> (5 pts for submission of APR/SPP by February 2, 2009)		<b>5</b>
	<b>Grand Total</b>		<b>43</b>



Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
			Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)		43
Indicator #20 Calculation					
			A. APR Total	43	43
			B. 618 Total	43	43
			C. Grand Total	86	86
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		100%